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INDIANA LIBRARY TRUSTEES ASSOCIATION INDIANA LIBRARY ASSOCIATION

Joint meeting, Nov. 15-17 1922
Hotel Lincoln, Indianapolis

Have your library represented
by librarian and trustee

CULTIVATING THE LIBRARY SPIRIT.

Orpha Maud Peters, Gary Public Library.

A few years ago, there appeared in one of the library periodicals, the following poem entitled "The Library Spirit":

"At night in the library building,
When the city is wrapped in sleep,
Comes a lonely library spirit,
A tryst with the books to keep.
Between tall, shadowy cases,
It softly, softly treads;
While ghosts of vanished races,
From old books nod their heads.
Softly between the cases,
The spirit, weeping, steals
And weirdly, weirdly wails it
Because of the sorrow it feels—
Sorrow because it must flit
When dawn breaks, cold and gray,
For you see there's no library spirit at all
In the building during the day."

I do not know who is the author of this but I challenge the statement made in the latter part of the poem. I believe there is a library spirit in the building during the day. Every department store has a spirit of some kind, be it good, bad or indifferent. You enter one store and the clerks are abrupt and lack courtesy. They take the attitude that it is really an accommodation on their part to show you the materials for which you ask. You are conscious of that indifferent, far from cordial feeling which makes you glad when you have completed your purchases and can go. You enter another store and the attendants are kind and polite. They are not effusive but you are conscious of their earnest desire to serve you the best they can. The spirit is different in this store and you are happier for having entered it. The same thing is true in organizations. In one there will be coldness and indifference manifested among its members, while in another there will be friendliness and cordiality. Yes, not only individuals, organizations and communities,

but also institutions possess a spirit of one kind or another and the library is no exception.

Granting then, that there is such a thing as a library spirit, what is it? How can it best be cultivated?

The very word spirit means energy, animation, courage, vivacity. It is the essence, the very soul of things. It is synonymous with life. The library spirit ought to mean all these things mentioned as synonymous with the word spirit—and more. It ought to mean also that kindliness, that courtesy, that desire to serve, that sympathetic, cordial something which radiates from the librarian and assistants and sends the patron away either with what he wants or with something he likes better and also with the feeling that he wants to come again. It is all summed up in the one word Service, taking that word in its very broadest meaning. And one can not be in an up-to-date library long without being conscious of the great opportunity for service which the library affords.

Since there is a library spirit, how best can it be cultivated—for it must be cultivated. Just as a well started field of corn, if not cultivated, will not fully mature, so the library spirit must be nourished, must be developed. The development of this spirit depends chiefly upon two things: First, the attitude of the members of the staff toward the library and their co-workers; Second, the attitude of the members of the staff toward the general public.

It is unfortunate if there is on the library staff even one member who is there for financial gain only. There is no room for the attendant who is constantly watching the clock to see how many minutes she is still on duty. Some one has said that "when a library worker is simply a machine, working at such and such a rate per month, the community is wasting its substance or worse, because of the lack of what it might have of better things." There should be a desire for service, the whole idea being not what can I get but what can I *give*. Gossiping is no more to be desired among mem-

bers of a staff than in small town communities. If conditions are not satisfactory to a member of the staff the subject should be discussed, not with the assistants, but with the head of the department or, if necessary, with the chief librarian. Moreover the chief librarian and heads of departments should set the standard. If the right attitude is taken by them, there is quite certain to be a good staff spirit.

The ideal library staff is one large family, each member being earnest, enthusiastic, conscientious, cheerful and interested not only in her own work but in the work of all the rest. There should be unity, friendliness and cordiality, each one willing to help and accommodate the other. Staff meetings where not only local and general library problems, but subjects of general interest are discussed, do much to stimulate this spirit of mutual friendliness and sympathetic fellowship which makes for happier and more efficient service.

Given a library staff whose members possess all the qualities mentioned (and we have not touched upon education and library training since in these alone there is food for a lengthy paper) and among whom exists that splendid spirit of good fellowship, you have reached the heart of the other essential—The right attitude of the members of the staff toward the public.

Dr. George E. Vincent, in an address on the "Individualizing duty of the library," dwelt at length on what he called the "American machine made method"—that ever increasing standardization and uniformity of things—and of how it is both a blight and a blessing. In making the application to the library he brought out the fact that our library buildings are made over a standardized pattern; our library buildings are stocked with books from a standardized library, standard cards are printed at Washington; we have the same childrens' rooms, the same reference rooms, the same periodical rooms, the same picture bulletins. We must admit that surely in these things there is much uniformity and I believe so far it is a blessing. It makes for better

libraries. The blight would come if the members of the staff were simply machines. The blight can be remedied by a fine staff of workers who will see the people not only as a whole but as composed of different groups interested in different things. They will see a group here specially interested in engineering, a group there interested in grape-culture, another group interested in architecture and will see their chance to serve. They will not only see these groups but the individuals in the groups. They will be able to note the individual who has special talent and use the opportunity to help develop that talent. This fine library staff with its excellent spirit can come into the building with its standardized materials bringing into it that helpful, cordial, humanitarian, cheerful, courteous, kindly spirit, that spirit of service which permeates the whole building, which takes hold of the patron and gives him that feeling of comfort, contentment and satisfaction, which makes him glad he came, loath to go and gives him a desire to come again. The persons creating this spirit will meet the patron more than half way and will anticipate his wants; they will not be effusive but will always be courteous, ignore mispronounced titles, will be tactful, possessed of good common sense and the idea of genuine service. At no time, from the chief librarian down, will there ever be manifested anything but sympathetic interest to the person who comes for assistance and he will go away perfectly satisfied—and a satisfied patron is the best advertisement a library can have.

For a long time the following was on our staff bulletin board:

WHO IS THE BOSS?

"Who is the Boss?"

"The members of the Library Board?"

"No."

"The Librarian?"

"No."

"Who is, then?"

"Why, the Library Patron."

"It's the Patron we are all working for.

He pays our wages. If it were not for the patron we would all be looking for a job, and it might not be as good a one as we have now. If you see the librarian coming, and are in idleness, don't jump, unless there is something left undone; but if you see the real boss—the Patron coming, or if you get a request from him—jump, and *jump as if your life depended upon it.*

"This is the keynote of your value here; namely, satisfactory service to Patrons."

There also appeared in the Publisher's Weekly a splendid set of proverbs. They were originally intended for business. The Publisher's Weekly adapted them to book-selling and they are equally applicable to library work. As I give them I am substituting the library where needed.

"Library Work is service—getting books to the people who want them or who need them and don't know they need them.

"This last is a harder proposition.

"It is the difference between the old way of doing business and the new.

"The old way waited for customers to come in who knew what they wanted.

"The business was limited.

"The new way is to outguess your possible customers, get what they want and sell it to them.

"There's no limit in this business; it's waiting for you. There are millions of people in America who need books and don't know it.

"A new customer is as good as an old one. Pay him as much attention.

"Don't judge your customers by their clothes. Shabby clothes do not necessarily mean poverty; nor do good clothes always indicate a good credit rating.

"Librarians can not afford to be superior; This is a democracy.

"A man who enters your library wants something. He should get it.

"Know your customers by name. This is old. Almost every one does that now, anyway.

"Never mind if your customer mispronounces foreign titles. And by all means don't correct her nor use the correct pro-

nunciation too soon after. There is such a thing as vanity."

Perhaps I have presented some ideals but it is well, often, to "hitch your wagon to a star." If we will adopt in our libraries the motto "Service above self" which is used in at least one organization, many of these ideals will be realized and we will have done much toward bringing about that real spirit of brotherhood and genuine service which is so much needed in the world today.

(Talk before the I. L. T. A., Muncie, 1921.)

STANDARDS IN CHILDREN'S LITERATURE.

By Chas. M. Curry, Indiana State Normal School, Terre Haute.

As a teacher of literature in a teacher-training institution, I have for many years been especially interested in the problems of literature for children. I hope, however, that I shall not be accused of adding anything to the pedagogical incubus that has, perhaps rightly enough, been charged with pressing the breath of life out of children's books.

The standards which I have in mind would give us a rich, red-blooded type of book for children instead of the colorless dummy so frequently found after all that the wiseacres object to has been excised. These standards would keep "Bluebeard", "Jack the Giant Killer", "Puss in Boots", the traditional tragic ending of "Little Red Riding-Hood", an occasional cruel step-mother, the story of the boy who played tricks on the teacher, or who ran away with the circus, and all the delightful absurdities of Mother Goose. I have too much faith in children to believe in the dreadful results that have been guaranteed to follow such liberalism.

Of course, I hasten to add for safety's sake, the list just named is not an exhaustive one. Intelligent librarians and teachers alike realize that it takes many kinds of literary material to fill the legitimate de-

mands of many kinds of minds. But much more emphasis should be placed upon getting children to read books in the right way and less energy expended in trying to eliminate from children's books those very qualities that children by nature insist upon finding there.

The importance of guiding in some proper fashion the reading of children appears at once when we review some of the results that must in greater or less degree come from books. The book will have some effect upon the diction and language structure of the child. Books may greatly influence the general "tone" of the reader's mind, hence the danger of confining the books read too exclusively to one type. Books will furnish concrete instances of character and action to be imitated or avoided, most effective when the ethical intention is not too apparent. In general any book of value widens the horizon of the child's mind by enlarging his sympathies or extending the grasp of his thought, and thus plays its part in the educational process.

* * *

What constitutes a good book for children. Our starting point may well be a passage from John Macy's *A Child's Guide to Reading*:

When "juveniles" are really good, parents read them after the children have gone to bed. I do not know whether *Tom Brown at Rugby* is catalogued by the careful librarian as a book for boys, but I am sure it is a book for men. I dare say that a good many pairs of eyes that have passed over the pages of Mr. John T. Trowbridge and Elijah Kellogg and Louisa M. Alcott have been old enough to wear spectacles. And if Mrs. Kate Douglas Wiggin ever thought that in *Timothy's Quest* and *Rebecca* she was writing books especially for the young, adult readers have long since claimed her for their own. I have enjoyed Mr. A. S. Pier's tales of the boys at St. Timothy's, though he planned them for younger readers. We are told on good authority that *St. Nicholas* and *The Youth's Companion* appear

in households where there are no children, and they give a considerable portion of their space to serial stories written for young people. Between good "juveniles" and good books for grown persons there is not much essential difference.

It is a great mistake to assume that there is some definite line which separates books for the child from books for the adult. Mr. H. W. Boynton has well said that there is "No separate standard of taste by which to determine the value of books written for children. To be of permanent use, they must possess literary quality; that is, they must be whole-souled, broad, mature in temper, however simple they may need to be in theme and manner."

"The whole practice", says Paul Elmer More, "of writing down to the supposed level of the child is mistaken."

"When you are writing for children", says Anatole France, "do not assume a style for the occasion. Think your best and write your best. Let the whole thing live."

These quotations contain, I think, the gist of the whole question. If an author writes a book for the sheer joy of giving expression to some vision that has taken possession of himself he is on the way to interest both adult and child.

The growing complexities of modern life, the multiplication of books, the multiplication of libraries, are all movements that go hand in hand. The modern habit of preserving books of all sorts makes the problems connected with their practical use unusually difficult. The megaphonic nature of the world in which we live requires an unusual noise to attract much attention. Publishers, sometimes even authors themselves, adopt the megaphone as the proper method of advertising. It is no wonder, therefore, that people's standards in all fields, that of books as well as those of religion, domestic and international politics, educational theory, and others, are often in a state of hopeless confusion.

I am quite clear in my own mind that the librarians of the present day occupy a strategic position in the eternal warfare be-

tween culture and ignorance. More and more these men and women are becoming expert advisers of those who use libraries, whether the users are seeking merely to find an interesting detective story, or to find out the exact length of the longest river in the world or to find something, poem or essay, that will fit some mood of extreme spiritual exaltation. It is the supreme business of the librarian to help the right people get into touch with the right books.

Some years ago Mr. Hilaire Belloc in a brief article in *The New Witness* on "Children's Literature" laid down with remarkable clearness the basic qualities of such writing:

Children in the past liked a certain kind of verse and a certain kind of prose; they like the same kind now; they will like the same kind in the future. The characteristics of the verse are terseness, simplicity, improbability, and finality as to theme, with a strongly emphasized lilt. There is something indelible for the memory as to form, the theme is not so important as the manner, some of it is actually meaningless, none of it has any complexity of incident.

In the case of the prose there must always be injustice and peril, the one overcome, the other solved in the end. This is even true of the jocular stories, where some sense of justice satisfied is always apparent. In such stories there is no incident, person or thing introduced except to serve the purpose of the plot. It is a canon in this sort of literature, Mr. Belloc points out, that there are no descriptions of scenery, or discussions upon society and morals.

It is perfectly clear that Mr. Belloc has here enumerated the qualities that are found in folk verse and folk story. We have long recognized these as the ideal forms for very young listeners,—and some simplified forms of them we are constantly using for very young readers. The primitive outlook of the folk mind is close to that of the modern child. Their verses and tales were for entertainment first. Passed on orally,

only those survived that could stand the most destructive of all tests,—their power to interest all the members of the group. The oral telling led to the constant elimination of all elements that disturbed the immediacy of the appeal. Through the generations these verses and tales were rounded and polished until they attained a perfection that is still the wonder of our sophisticated age.

Here then are the ultimate touchstones by which our modern literature for children is tested. It is first of all fanciful in nature. Things that never were on land or sea make the most natural appeal. The magic of "*The Sleeping Beauty of the Wood*" is repeated over and over in various forms. From Perrault's *Tales of Our Mother Goose*, through Hans Christian Andersen, and on to *Dr. Dolittle*, this fanciful quality reigns supreme. The most unreal thing to the younger children is the prosaic real.

Again let us note that the best literature for children is produced in modern times by writers who, like Peter Pan, have never grown up. In fact, one might say with more than a smattering of truth that Barrie's great appeal to growup folks is his marvelous power of viewing things not through a glass darkly but face to face as children view them. The child's point of view is the human point of view as opposed to sophisticated conventions and taboos of a materialized civilization.

It is important to hold fast to this standard suggested by the naïve attitude that produced the folk rhymes, ballads, tales, proverbs, fables, and myths. The folk saw things simply and directly. The complex, analytic, questioning mind is not yet, either in or out of stories. The motives from which people act are to them plain and not mixed. Characters are good or bad. They feel no need of elaborately explaining their joys and sorrows. Such and such experiences come with the day's work. "Tomorrow to fresh woods, and pastures new." The zest of life with them is emphatic. Their humor is fresh, unbounded, sincere; there is no

trace of cynicism. In folk literature we do not feel the presence of a writer who is mightily concerned about maintaining his reputation for wisdom, originality, or style. Hence the freedom from any straining after effect, of artificiality. In the midst of a life limited to fundamental needs, their literature deals with fundamentals. On the whole, it was a literature for entertainment. A more learned upper class may have concerned itself about "problems" and "purposes," as the whole world does now, but the literature had no such interests consciously forcing themselves upon the attention.

* * *

The world, to leave aside its gains, constantly loses certain secrets as the price of an advancing civilization. Just as constantly there recur wistful longings for the simplicities left by the way. Attempts are made to recapture the old sense of wonder, sometimes with a fair degree of success. In these attempts we may travel all the way from the delightful nonsense of *Alice in Wonderland* and the "travelers' tales" of *Baron Munchausen* to the profound seriousness of *The King of the Golden River*. We may live in the rich fancies of Barrie, who has been mentioned, and of Maeterlinck in *The Blue Bird*,—fancies at the same time delicate as the promise of spring and brilliant as the fruitions of summer. One may be blown away to the land of Oz, he may lose his shadow with Peter Schlemil, he may outdo the magic carpet with his Traveling-Cloak, he may visit the courts of kings with his Granny's Wonderful Chair; Miss Muffet will invite us to her Christmas party, while Lemuel Gulliver will conduct us to lands not marked in the school atlas.

It is the inevitable that much modern writing for children should reflect the saddened and somber outlook of our modern recognition of the presence of much human misery in the world. In Oscar Wilde's little masterpiece, "The Happy Prince," the very sensitive child is sometimes pained to a remarkable degree. The grown-up who is charged with the responsibility of selecting

literature for children should keep this fact in mind and should not include too many expressions of a mood that is a result of more contact with the world than a child can understandingly comprehend.

Let us in our search for standards take Hans Christian Andersen the acknowledged master of the modern story for children and ask ourselves, What are the sources of his success? Genius is always unexplainable except in terms of itself, but some things are clear. To begin with, he makes a mark—drives down a peg: "There came a soldier marching along the high road—one, two! one, two!" and you are off. No backing and filling, no jockeying for position, no elaborate setting of the stage. The story is the thing! Next, the language is the language of common oral speech, free and unrestrained. The rigid forms of the grammar are eschewed. There is no beating around the bush. Seeing through the eyes of the child, he uses the language that is natural to such sight. "Aha! there sat the dog with eyes as big as mill-wheels." In quick dramatic fashion the story unrolls before your vision: "So the soldier cut the witch's head off. There she lay!" No agonizing over the cruelty of it, the lack of sympathy. It is a joke after the child's own heart, and with a hearty laugh at this end to an impostor, the listener is on with the story. The logic is the logic of childhood: "And every one could see she was a real Princess for she was so lovely." When Andersen deals with some of the deeper truths of existence, as in "The Nightingale" or "The Ugly Duckling," he still manages to throw it all into the form that is natural and convincing and simple to the child. He never mounts a pedestal and becomes a grown up philosopher. Perhaps Andersen's secret lay in the fact that some fairy godmother invested him at birth with a power to see things so completely as a child sees them that he never questioned the dignity of the method. In few of his stories is there any evidence of a constraint due to a conscious attempt to write down to the understandings of children.

It will be found, I think, that all fanciful stories for children succeed just in proportion to their success in reaching the model set by Andersen. Andrew Lang in his *Green Fairy Book* (a classic collection) says that "there are not many people now, perhaps there are none, who can write really good fairy tales, because they do not believe enough in their own stories, and because they want to be wittier than it has pleased Heaven to make them."

To return again to Mr. Belloc, we find him saying:

"As to writing really good rhymes and really good stories, that is, of course, no more to be taught, and such a gift is no more to be analysed, than the corresponding gift of thumb-nail sketching. A very few people can do it. All the remaining millions can not do it; and those who can do it have no idea what it is in them that gives them such power.

"Nevertheless even for those who can do it, there is one plain rule, although it is a negative one; which is, never to embroider, and never to be "on one side" whether through irony or by any other form of allusion. You can, of course, if you like, have a parallel in your mind and you can be trying to teach another lesson than that which your story may convey to the child. That is your own business. But, if you allow such things to come between you and your childish audience you are done for. Children know exactly where they are in matters of the soul." * * *

I want to emphasize the value of history and biography, especially the latter, among books for children. A good biography has all the charm of a story built around a single character and the added interest of the assurance that the subject is of like nature to the reader. The great charm of biography for both young and old is in its perfect concreteness. Nothing fascinates like the story of a real person at grips with realities. Nothing inspires like the story of a hard-won victory over difficulties. Here

are instances of men and women, our own kindred, facing great crises in the physical or moral realm with the calm courage and the clear mind of which we have dreamed. Here are others who have fought the brave fight in opposition to the stupidities and long-entrenched prejudices of their fellows. Here are still others who have wrested from nature her innermost secrets, who have won for us immunity against lurking diseases and dangers, who have labored successfully against great odds to make life more safe, more comfortable, or more beautiful. All these records of real accomplishment appeal to the youthful spirit of emulation.

Perhaps there is no field in which books of high quality for children are so lacking. Fortunately the mere record itself is generally sufficient. There are the heroic figures that hover on the border line between reality and legend,—Leonidas, who held the pass, William Tell, Bruce. There are the travelers with whom we may visit wonderlands quite as remarkable as any in romance,—Marco Polo, Columbus, Captain Cook, Stanley, and the brave Scott in his tragic dash for the South Pole. From our Colonial and Revolutionary history there are subjects without limit. From our later history, Lincoln offers an almost inexhaustible treasure. And here we have in the biographies by Miss Tarbell and by Miss Nicolay books that at least approach the ideal in method of treatment.

As might be expected in an industrial age the stories of famous inventions never fail of interest. Stephenson and the locomotive, Sir Humphrey Davy and the safety lamp, Whitney and the cotton gin, Marconi and the wonders of wireless communication, the Wright brothers and the airplane, Edison and the incandescent light and the motion picture,—these illustrate the riches of the field.

Nor must we forget the plainmen,—Kit Carson, Daniel Boone, Buffalo Bill.

Among women there is the supreme favorite for biographical story—Joan of Arc. There is Florence Nightingale,—the lady with the lamp. And more recently Helen

Keller's *Story of my Life* has become a classic source of material.

We may close this appeal by calling attention to the inspiring careers spent in bettering the conditions under which people live. Among these may be mentioned Col. George E. Waring, the sanitary engineer who really cleaned the streets of New York; General Gorgas, who led in the conquest of the great yellow fever plague; Dr. Wilfred Grenfell, still spending his life for the natives of bleak Labrador; Louis Pasteur, French scientist, who found out for us how to preserve milk and how to escape the dread hydrophobia. Young people are full of the latent spirit of service and the story of such careers is of immense value in turning this power into fruitful fields.

I have only roughly sketched the possibilities of this rich field. It is to be hoped that writers of merit will cultivate it more in the future than in the past. Above everything else, it is to be hoped that in doing so they will give us simple and complete record of the life treated, instead of picking out a few high points.

* * *

A wise mother of whom I know placed on the wall of her young son's room a single picture. It was a portrait in oil of Abraham Lincoln. It had come down from a grandfather who had mighty faith in Lincoln. There was no lecturing of the boy on what he ought to see in this portrait, or how he ought to drink in inspiration from it. The portrait was simply given a fair chance and left to do its own work. And the instinctive wisdom of that mother has been amply justified. As in Hawthorne's famous story, this boy has seemed to draw constantly upon the strength of those uncouth features. He has become an enthusiastic student of Lincoln's career as a boy and as a man. In school his companions look to him as widely informed on all questions of Lincoln's time.

A good book can powerfully influence its readers only when given a good chance. There must not be too many distractions. It is a mistake to overwhelm a child with many books, as we too often do. Comparatively

small, well-chosen groups of books are certain to be more effective than large miscellaneous collections.

Again, one of the troublesome matters in directing the reading of children is that of securing the right conditions for getting the maximum results. We all know how some particular book eluded us until by a certain combination of circumstances the way was opened for the book to really reach us. Children, like grown-ups, make their choices in most whimsical fashion. There is a tendency for children to demand in their books what they get in the motion picture—a few vivid flashes with little beyond the momentary ticklings of the mind. Not only, then, should books have a chance to do their work unhampered,—very often the co-operation of other readers, or of an interested parent or librarian, or teacher will enable a book, even one not of classic grade, to accomplish results of the highest educational value. The old time custom of family-group reading should not be allowed to pass entirely away.

The ideal writer for children is one who has not forgotten his own childhood—who can still remember it vividly enough to relieve it as he writes down the things that delight the eternal child in man.

(Read before the Normal School Librarian's Section, Midwinter meeting, A. L. A., Chicago, December 31, 1921. First published in *Public Libraries*.)

INDIANA LIBRARY WEEK.

In Towns of 5,000 and Over.

Indiana Library Week was a success that went far beyond the hopes of its most sanguine endorsers. The executive committee would have felt well repaid for their work if 25 per cent of the libraries in the state had put on local campaigns. As a matter of fact publicity of one sort or another was obtained by the librarians and boards of 158 libraries out of the 209 tax supported public libraries in Indiana. In addition, 3 small association libraries co-operated.

Of the 51 libraries which to the best

knowledge of the Committee did not observe the week, only 8 were in towns of more than 2,500 inhabitants, Lafayette, Mishawaka, Bedford, Rushville, Union City, Crown Point, Rensselaer, and Dunkirk, while 79 such towns did observe the week. Fourteen libraries in towns between 2,500 and 1,000 in population failed to observe the week, while 51 did observe it. Even in the 60 libraries in towns of less than 1,000 inhabitants, there were 31 which observed the week and 29 which did not. Of the towns of 500 or less, mention should be made of specially successful observances in Coatesville, Fountain City, Nashville, New Carlisle and Westville.

Indiana Library Week was originally suggested at the November, 1921, meeting of the Indiana Library Trustees Association by Mr. Edmund L. Craig of Evansville, the retiring president of the Association. After vigorous discussion the plan was endorsed by the Association, and the president was authorized to appoint a committee who should confer with a similar committee which the Indiana Library Association was requested to appoint, and with representatives of the Public Library Commission. This joint General Committee was composed of five representatives of the I. L. T. A., Mrs. W. A. Denny, Anderson, President; Mrs. A. J. Dillon, Rochester, Miss Permella Boyd, Scottsburg, Donald DuShane, Columbus, and A. J. Wilhelm, Huntington, twelve representatives of the I. L. A., Winifred F. Ticer, Huntington, President; Bertha Ashby, Ladoga, Louis J. Bailey, Gary, Ethel F. McCollough, Evansville, Charles E. Rush, Indianapolis, Adah Shelly, Whiting, Gretta Smith, Indianapolis, Grace Stingly, Rochester, Mary Torrance, Muncie, Virginia M. Tutt, South Bend, Mrs. L. M. Tweedy, Cambridge City, and Margaret A. Wade, Anderson, and the two representatives of the Public Library Commission, Mrs. Elizabeth Claypool Earl, President, and Wm. J. Hamilton, Secretary.

At a meeting of the General Committee held on December 12th, the week of April 23-29 was selected, in order to avoid Easter

and Lent which came so late this year. An earlier date would be advisable another year in order to avoid conflicting with the closing of many of the rural and small town high schools. An Executive Committee was selected from the General Committee composed of Mrs. W. A. Denny, Miss Winifred Ticer, Miss Gretta Smith, Charles E. Rush, and William J. Hamilton, and upon this committee fell the burden of the preparation. Special tribute should be paid to the unlimited contribution of time, thought, energy, and actual labor of Miss Smith and Mr. Rush. The multigraph of Indianapolis Public Library worked overtime getting out all publicity notices, which were mailed from the office of the Public Library Commission, the postage being provided by the I. L. T. A. and the I. L. A. jointly.

The first step taken by the Committee was to obtain the endorsement of an Advisory Council composed of Governor Warren T. McCray, former president of the library board at Kentland, Indiana, Mrs. A. H. Beardsley, President, State League of Woman Voters, Demarchus C. Brown, State Librarian, Mrs. W. J. Torrance, President of the State Federation of Clubs, Benjamin V. Burris, State Superintendent of Public Instruction, Meredith Nicholson, L. H. Hines, President, State Normal School, Adah E. Bush, Secretary to the Governor and former Secretary of the I. L. T. A., Mrs. Grace Julian Clark, Jacob P. Dunn, formerly of the Library Commission, Thomas C. Howe, of the present Library Commission. The influence of these ladies and gentlemen helped the campaign materially.

The second step of the Committee was probably its most important one, namely, obtaining the assistance of Gaylord Brothers of Syracuse. Mr. Gaylord, Mr. Spaulding and Miss Patterson bent all their efforts to make the week a success and the firm's co-operation was a tremendous force in the campaign. Their advertising alone stimulated local plans. Special tags were printed bearing a cut and the slogan "Books for all". Of these 66,000 were sold (several towns, Warsaw, Evansville, Salem, New

Albany, printed their own). Special posters for the week were designed and 1,500 sold, correspondence stickers were issued and 4,000 sold, 205 movie slides were shipped to Indiana, 40 newspaper electros, 125 Public and County library signs, 1,200 bookmarks and publicity leaflets, 40 sets of general posters and numerous copies of an automobile sticker "Public Library Free Service".

The beautiful posters and the fine publicity material of the Year Round Book-selling Plan Committee of the National Association of Book Publishers were sent freely to all librarians desiring them. For this help and stimulus the Committee is under great obligations to Miss Marion Humble.

The Committee's plan of action comprised

1. A brief statement of the plans for the week in the January Library Occurrent.
2. Jan. 30th letters from Mrs. Denny, Pres. of the I. L. T. A., to all presidents of library boards, and from Miss Ticer, president of the I. L. A., to all librarians in Indiana.
3. Letters from appointed advisors in each Congressional District to the libraries of that district.
4. Feb 10th. A 3-page letter to each Public Library signed by the committee, outlining specific plans for local campaigns.
5. The Proclamation of Indiana Library Week by Governor McCray, issued Feb. 24th and sent out a few days later through the Associated Press to all the newspapers of the state.
6. Talks and discussions at 12 District library meetings.
7. March 6. Committee letter containing information concerning posters and publicity. Enclosed return postal to inform committee as to local plans; 111 of these were returned.
8. March 25th. Two-page letter detailing interesting plans for local celebrations in 14 towns of all sizes from 500 population to 70,000.
9. April 1st. Seven columns of material in April Library Occurrent.
10. Six one page newspaper stories were sent out with blanks for adding local interest features and local statistics. These were a strong feature in many local campaigns and were used extensively. Titles were not given these but they *might have read* as follows:

1. The library as a *practical* community asset.
 2. The library as a source of *Education, Recreation and Inspiration*.
 3. What the library does for the children and *how* it does it.
 4. Why the library needs more books. A plea for book gifts and a list of types needed.
 5. How you can help your library: By using it, By talking of it and By making it gifts and suggestions.
 6. Does the Public Library pay? Is it an extravagance or an astonishing community economy?
11. April 4th. Ten minute talk on books, libraries, and Indiana Library Week, given by Rev. F. S. C. Wicks of Indianapolis, and broadcasted by radio. Then the Committee rested on its oars and let the local libraries do the rest.

And they did it. A big filing drawer in the office of the Public Library Commission was full to overflowing with newspaper clippings of publicity obtained in all the 160 towns where libraries were campaigning and in many where no libraries existed. The situation was somewhat complicated by the small amount of publicity used in the Indianapolis papers. Everything that the Committee sent was printed, but after the spectacular local book campaign of last year, the Indianapolis Public Library could not ask for as much co-operation again so soon.

One article sent out through the Associated Press by the Committee and the Commission on the growth of libraries in Indiana was reprinted with commendation in the Christian Science Monitor and in a Dallas, Texas, paper. Several general articles containing some specific statistical tables were sent out through the Associated Press and in most cases a profitable emphasis was laid on local facts by the local editors to whom these came. One unfortunate library in Southern Indiana, however, had the local editor take a rank that was worthy of praise, and (much to the distress of li-

brarian and Commission Secretary) play it up as a sign of extravagance. The editor was fair in following this up the next day with an explanation from the Commission as to why the library was to be lauded and not criticized, and the affair is said not to have interfered with the local success of the "Week".

It will easily be appreciated that selecting any particular celebration for mention out of the total 160 is somewhat dangerous. So many were exceptionally interesting and successful, and yet to mention a fifth of them by name would be impossible in the time available, not to mention the feelings of the neglected four-fifths. Poster and essay contests were given and some of the proclamations of local mayors were unusually spirited and appreciative documents.

All of the larger cities put on celebrations. As has been mentioned, Indianapolis, because of last year's campaign, did not plan spectacular publicity, but in all 78 newspaper stories appeared in the dailies and weeklies of the city, featuring special departures in the library's work. Fort Wayne had close to 100 articles in the newspapers; news items, editorials, letters of commendation, and even a cartoon. Talks in the factories and Open House celebrations for various groups in the city were part of the program. The rural stations and branches of the county system held local celebrations and Tag Days for their own collections. The South Bend Library Board employed a special advertising man to take charge of all newspaper publicity, posters and movie activities, the library staff co-operated in the work with clubs and schools, making special effort to bring to the realization of the citizens the need of a new and larger building. An Open House with all present invited to crowd into the stacks opened the eyes of all to the present impossibly cramped conditions under which work is done. "No wonder we can't have open shelf privileges", was the comment.

In Terre Haute also the advertising and talks aimed at enlarged facilities and in-

come. The library "At Homes" with special features and speakers and exhibits, was emphasized here.

Evansville had a remarkably planned out scheme of co-operation between board members, library staff and public. The board here took a more active part in the campaign than anywhere else in the state. The 9-page mimeographed "Suggestions to speakers" and the 10-page outline showing the work, makeup and suggestions for Committee action, were splendidly definite and contributed greatly to the success of the "Week", in this the birthplace of the idea.

In Gary the library held a reception every day, with special talks on various phases of the work each evening. Sometimes these were given by staff, sometimes by board members, and sometimes by friendly patrons. Pioneer's night (Gary is 15 years old) was extremely interesting, with its talk on the beginnings, an oyster supper and then a group of books in the tar paper shack of a fledgling lawyer when "Gary was all sand dunes and dugouts and kids" and when no library board could be legally organized because there were no residents of five years' standing. Another interesting feature was a talk to grownups on the reference books in the library and what they told. A special Hungarian night at Bailey Branch jammed the building to overflowing.

Of the celebrations in cities of from 15,000 to 35,000, that at Anderson probably deserved the banner, both for plans and success. Mrs. W. A. Denny as chairman of the Executive Committee in charge of Indiana Library Week, as president of the I. L. T. A. and as president of the Anderson Board, shared with the members of the Evansville board the distinction of *working harder* than any other trustees to make the week a success. Beautiful and striking window exhibits, dodgers, an unusual library dinner with 125 guests, special feature "At Home" talks at schools and factories, a story hour that had to be held in four groups all at once (one of them on the lawn) combined to bring the library to the attention of the citizens as never before.

Hammond, beside interesting window display, and very good newspaper publicity, distributed tags and book marks, used "four minute men" at clubs and theatres, and conducted interesting prize essay contests for adults and juveniles, as well as a prize poster contest for High School students. Such essay and poster contests were very general throughout the state and brought out a wealth of helpful and interesting material.

Library receptions and newspaper publicity were the outstanding features of Kokomo's program. The LaPorte library celebrated its 25th anniversary. Good publicity, talks before clubs, and several "At Homes" were features, but special interest was aroused by a contest in which fifteen local firms vied as to who would have the best Library window. The prize went to a Drug Store window displaying books by local authors.

In Michigan City besides the posters, talks, and general advertising, the librarian obtained a column space in one of the newspapers for a special series of thirteen articles on various activities of the library. The results reported in the way of increased circulation and especially for class instruction in schools were very gratifying. The Muncie library too had posters and school talks and a musical tea at the library. The special feature here was a series of library story hours in 14 different community centers, most of them churches, on the opening day of the week. New Albany reports that "No one could possibly have had a more wonderful or profitable Library Week than we had. The response in words and deeds we will never forget". The library receptions were all well attended, the newspaper publicity was unprecedented, the co-operation of the clergymen was splendid, the members of the Louisville, Ky., library staff from over the river, helped constantly, and the services of the office secretary of the New Albany Community Service was contributed. The meetings with the Men's Clubs of the city and the results that grew out of them in the way of appreciation

shown by practical help is more in evidence every day. "Mr. Craig just out-thought himself in suggesting the week."

Of the 30 celebrations on towns of from 5,000 to 15,000 inhabitants, the strongest (the editor here risks life and liberty) were probably those at Bluffton, Connersville, Clinton, Crawfordsville, Goshen, Hartford City, Huntington, Lebanon, Mount Vernon, Portland, Seymour, Valparaiso, Warsaw and Whiting. Bluffton's outstanding feature was a prize poster and essay contests. One hundred posters and numerous essays were submitted, many effective posters being used in the various store windows downtown. In Clinton where the assessed valuation is low and the population served large, a drive for book funds among the business men netted \$200. Connersville used the High School Class in public speaking for four-minute talks before six theatre audiences. The store window displays were good and the Superintendent of Schools issued a special bulletin advising teachers how to co-operate in the Week's activities.

Crawfordsville featured an exhibit of pictures of Brown County, Indiana, artists, as did several other libraries. This was obtained through the Crawfordsville Art League. The building (the first Carnegie edifice in Indiana) was entirely redecorated in advance of the Week's activities. Frankfort vied with Huntington in obtaining most extensive newspaper publicity, prize posters, prize essays, four minute talks by prominent lawyers, show windows, a continuous Open house with talks on the whys of library practice. All attracted much attention and 2,600 people visited the library in the course of the six days. In Goshen a guessing contest for children was held, a play was given, a series of interesting special feature stories appeared in the local newspapers besides talks at the business clubs. In Hartford City 400 volumes were obtained in the book drive. Five dollars' worth of junk and waste paper was sold by town school children, while the rural children contributed for sale 150 eggs.

Huntington as the home of the president

of the Indiana Library Association, and an active newspaper man who represented the I. L. T. A. on the State Committee, obtained splendid results. Special dodgers were distributed to business men, while talks were given at a number of factories and 1,000 cards distributed to employees. Letters were issued to the parents of all school children, testimonial letters and editorials were printed as well as special library pictures. Several factory stations were established as a result of the Week's activities. In addition to club talks, and special exhibits in the library, the noteworthy feature of the celebration at Lebanon was a living demonstration on Saturday afternoon. "Picture Saturday afternoon in a county-seat town and then imagine the interest created by the transportation of a children's reading room to a large show window on the main street—fifty children in little chairs all reading brand new books just received in a Hunting order."

The Mount Vernon celebration was splendid and besides its rank appeals to the writer because the librarian sent in a beautifully mounted set of 45 newspaper items showing the Week's activities (Columbia City and Plymouth did also). Ten of these were paid for and made part of the advertising of local firms in a special library week edition of the Mount Vernon "Western Star", "Patronize the Public Library and the First National Bank", "Our farmer friends and their families are urged to buy from Lichtenberger's Harness Shop and use the Mount Vernon Public Library". Representatives of the Library board visited 35 schools in three adjoining townships with a library message of welcome and invitation.

Portland obtained unusual special newspaper publicity of great value. In addition to the special visits of groups of school children to the library a public meeting was planned for Friday evening at which a splendid address on "Books and library values" was delivered by the President of the State Normal School, Mr. L. H. Hines, formerly State Superintendent of Public Instruction. At Seymour too the newspaper

material was of high rank. Posters, story hours, club talks and tags for citizens were all used. Here it was that an expectant small boy turned away from the counter after story hour in disgust. "Naw, he didn't want no book, he asked the feller outside why there was such a crowd and the guy said they were givin' away ice cream cones." Valparaiso's new children's room, and a public reception the first night of the week, as well as special talks to teachers, business men's dining clubs and the literary clubs, each had its part in the week's success. Warsaw's luncheon talks, Tag celebrations and Library At Homes, obtained very good results, while at Whiting the emphasis was placed on material mailed to all the business men of the town. Show window displays and movie advertising were also used in both cities.

(It is hoped that a special article on Library Week in the smaller communities may be presented in the next Occurrent.)

NEW BOOKS AND RURAL STATIONS.

Leila B. Wilcox, Gary.

Miss Fox, in charge of the extension work at Portland, Oregon, tried a new experiment in stations work last year. The usual plan there is to take a book collection to each station and leave it as long as it is wanted, then change it for another collection. But strange as it may seem, a patron from a station found a new Bower or Curwood on the shelf at main and grief and indignation resulted—"they were not being treated as well as city folks."

So as a test, one station located in a school at Corbett was given its collection as usual. But in addition once a month two librarians from the main library went out and opened the station in place of the regular untrained custodian. The night chosen was that of the Parent Teachers' meeting. They took with them another collection—popular novels of the moment, new good travel books, automobile books and others so in demand that they couldn't be spared

for small stations unless the books were in actual use. Any patron might borrow any from either collection that night, but those not taken from the transient collection were taken back to the main library. One of the two librarians was always a children's librarian. She told a story before the meeting.

This plan helped to make the station collection a bit more "up to the minute" in popular fiction and to create an interest in a few of the better little-read non-fiction.

The plan is being modified a little this year at the Multnomah station; this station will have its regular collection, supplemented by weekly stops of the book wagon.

KEEPING IN TOUCH WITH THE DIFFERENT DEPARTMENTS OF THE LIBRARY.

Effie Gale Abraham, Indianapolis Public Library.

Every library assistant needs the constant purpose to become greater and better than she is, yet the satisfaction of physical needs, the enjoyment of pleasant diversions, and, perhaps, some preparation for future living of the same sort, are generally looked upon as ends that are sufficient in themselves. The assistant whose ideals are thus limited attaches too much importance to what she does, and too little to what she does not do. She fails to comprehend that the supreme purpose of life is growth, and that growth means more than mere existence and enjoyment.

The question of keeping in touch with the different departments of the library can be discussed over and over. The more and oftener it is discussed, the greater probability there will be of improvement, while at the same time we will be certain to advance the ideal. And the assistant, I contend, is the person to discuss this problem and to suggest improvements, for she naturally knows better than anyone else the nature of the case. Whether the diagnosis

is correct or not depends entirely on the extent of partiality or prejudice of the "doctor". For my own part, I may state that I approach the subject bereft entirely of prejudice and solely with the object of effecting an improvement in the relations of the assistant and the library.

In discussing this question, the case is one for the library in its own interests, as well as the assistant's to consider.

The policy of the library, therefore, should be to provide the staff with every opportunity for improvement in general, literary and technical knowledge. In order to meet the first part of the proposal, the time of the staff should be so arranged as to allow a reasonable portion for private study as well as recreation. And in order to fulfill the latter part, that relating to technical knowledge, the work of the library should be so organized as to ensure that every assistant shall, in a series of progressive steps, obtain an adequate and thorough knowledge of all the practical details of librarianship. I would suggest that the assistant be moved from one post to another instead of being kept at a routine task for years or in an isolated department of the library.

It is along this line of exchange of work that this paper is immediately concerned. Physicians are beginning to realize and recognize the fact that monotony of work for any great period of time is often as much the cause of a nervous breakdown as its strenuousness. And this applies not to work in factories alone, but is prevalent among people of our sort, in professions like ours. We must realize the fact that some of us can be pushed some of the time, a few of us most of the time, but none of us all of the time along the same line of work. Either our spirits would rebel or our constitutions break or both. A change in the work during the day, at stated and definite periods if possible, will do much to make for efficiency both as regards the work and the individual, for the improvement and excellence of the former will depend in large measure on the well-being, physical and mental of the latter and vice versa. In any mental work, effi-

ciency is on the rising curve for a certain length of time. There is an actual increase in efficiency in some constructive work for an hour or two before the mind reaches its best efficiency. This may continue at its level for another hour or two before it begins to fall. The number of errors increases with the amount of fatigue and in repetitious occupations fatigue begins sooner even if its destructive growth is not wholly continuous.

I have in mind two instances of improved work, due in large measure to variation of work within the library. A special collection of Greek and Latin classics was being recatalogued. Two people had been doing the recataloging continuously seven hours per day except for an hour for lunch. After a year's time, the librarian realized the situation. He gave these self-same two people substitute work in the reference department for an hour following the lunch period. The result was surprising as well as a revelation to all. There was a decided marked increase in the amount of recataloging done.

In a large library it is very easy for the assistants to lose sight of the common unity of purpose, that they are public servants. A definite effort should be made to keep this common interest before the assistant's mind. The library can encourage assistants to take an interest in literary and general studies by providing opportunities for their attainment, but on the technical side it should not stop with the encouragement, it should be the means of actual accomplishment.

In a public library, the primary essential as regards the staff is that the members thereof should understand the nature of the library in which they serve, its departments and the work they are intended to perform for the public. It is the assistant's duty to know the scope of and the relations of one department with another, and to understand the routine work thoroughly. These are things upon which questions are being asked daily, and every assistant should be in a position to answer such questions promptly and satisfactorily. But this is not always the case. And yet these are the very ele-

ments upon which the public library depends.

The scheme of grading the staff does mitigate, if not entirely abolish this condition of things.

The basis of the proper organization of a staff should be its grading. Grading of a staff does not mean an unchangeable uniformity or rigidity is not implied. When a grading assumes this cast-iron character it defeats its own purpose. To be successful, it should be used as a means to an end, which is to group the staff in order to simplify its manipulation. By its means one is enabled to arrange the staff's time and work in a satisfactory way, which is almost impossible with any other kind of plan except a graded one.

As a practical example, let us take the Indianapolis Public Library. We have the graded system there. There are five different grades and a special grade.

Grade 1—Library attendants

Duties: Substitute routine work under immediate supervision and instruction; 12 in grade.

Grade 2—Junior assistants

Duties: The more important and specialized routine work, under direction, in all departments of the library service, requiring a fundamental knowledge of library practice and technique; 15 in grade.

Grade 3—Senior assistants

Duties: The more important and intensive professional work in all divisions of the library service—technical, scientific and educational in character; to be first assistants in Minor departments and divisions, and to assume entire responsibility for the smallest units of library service; 27 in grade.

Grade 4—Heads of Minor Departments and Divisions and First Assistants of Major Departments

Duties: Independent, advanced and difficult work—administrative, research and technical; to be first assistants in Major Departments and to assume entire responsibility in the absence of Department Chiefs, or to be administrative heads of Minor De-

partments, under the direction of the Librarian, requiring scientific and professional experience in a designated field of knowledge; 12 in grade.

Grade 5—Supervisors and Chiefs of Departments

Duties: Independent administration, under the Librarian, of Departments involving large responsibilities and the supervision, direction and training of a professional staff of assistants, requiring a high degree of initiative and cooperation, and a sense of responsibility for the development of the entire library system; 10 in grade.

Special grade—Branch Librarians.

Duties: Independent supervision, under the Librarian of Branch Libraries involving important administrative responsibilities and executive obligations, requiring initiative and cooperative ability; 28 in grade of which 20 are in grade 3 and 8 in grade 2.

It is noticed that series of pairs may be formed the idea being that one person in each grade will always be on duty at any part of the library day, and this idea should be kept in mind and observed in compiling the staff time-sheet. And it has the additional advantage of spreading the strength of the staff as impartially as possible, as well as preventing a greater number of Junior assistants than is required on part of the staff and a corresponding superfluity of Senior assistants on another.

In apportioning the work of the staff, the grading scheme can be carefully considered.

No assistant should be habitually called "reference" or "binding" assistant. All should be considered as assistants in one library and should be afforded an opportunity of participating in every branch of the various departments of the library.

The practical advantages of this arrangement reside in the benefits it secures the library and the assistant alike. By means of this systematic grouping the duties of the staff can be most easily arranged, and especially by grouping the staff it ensures that various assistants shall be able to perform certain duties whether the assistant

ordinarily responsible for such duties is there or not. Both assistants could understand the method, but one only should be held responsible for one particular duty for a certain period. At the conclusion of that period they would change their work, the assistant who had been doing the filing of catalog cards taking charge of the discards, and vice versa. During vacations and in cases of emergency, no time need be lost in showing someone how to do this or that, because an assistant is not prepared to take immediate charge under these circumstances. It thus obviates any break in the regular work and makes for efficiency. It also possesses the happy advantage, so far as the assistant is concerned of varying her duties and widening her knowledge of methods. This principle could be obtained thru every grade of the staff.

Lest it should be that that this scheme of grading might tend to keep assistants back if changes in the senior ranks were few, I think that even under this scheme the staff would be considerably better off than in ordinary circumstances. The grades could be only arbitrary so after a Junior assistant had learned all that she could of the various departments and the minor work of the library, she should not be kept stationary, because there are no vacancies in the grades above. If she is qualified let her be taught the other work, as no one knows how soon changes will occur and she is better fitted when the time comes. Be prepared for such cases. Even if such changes do not take place in her own library, then, by the fact that she has a knowledge of the other work or Senior work, the possibility of promotion outside her own library is strengthened. And this is not an undesirable asset. In either case, the assistant is made more useful to the library, and her interest and enthusiasm in the work are maintained.

A library assistant should be so studied that her talents can be adapted to the work allotted her even tho she can not be assigned work for which she has the most talent. In most libraries now, the librarians

are constantly on the lookout to try and put their assistants in the places where they will get the most for themselves professionally, and where they can give best service to the library. This often means that people are tried in several departments before a place is found for which they are best suited. A good example of this condition comes to my mind. I know of a young woman, a college graduate, who was sent to a branch in an American neighborhood. In this branch, the library has one of their best branch librarians but the assistant could not accomplish the work assigned her. She was then sent to the Central Library where the record was equally poor. She was next sent to a branch in a Polish neighborhood. She made absolutely good, is going to library school and is in line for real progress. Her success might be because of the district and kind of work and perhaps the branch librarian had the ability to bring out the best in this particular assistant.

At the St. Louis Public Library they do not have any regular system of exchange of assistants between the different departments, but such exchanges are going on constantly by means of necessary transfer. Assistants are encouraged to learn about the work of the other departments and the branches. They have a weekly meeting of the heads of the departments as we have at Indianapolis Public Library. These heads of the departments are well acquainted with each other's work as it is discussed in the meeting. At the St. Louis Public Library official notices are included each week in their Staff notes which goes to every department and which every member of the staff is required to read. At the Indianapolis Public Library, we have a Staff Bulletin board, and each member of the staff is required to read that, and because she has not read a notice, is not an excuse to be given.

There are several advantages and the disadvantages which might come to one's notice can more than be met in rebuttal by the amount of experience and vision which would be gained. When one weighs the dis-

advantages, they resolve themselves into the one idea of personal inconvenience which does not mean anything as far as the argument is concerned. There are those people who have a pet hobby in their line, or have a more or less satisfied attitude, and are rather disinclined about going into another department for exchange work. But as a nation, Americans are noted for their adaptability. This is a national characteristic and Americans are noted far and wide for it. So as Americans and library assistants, we must be adaptable.

A. L. A. AT DETROIT,

June 26-July 1, 1922.

Between eighty and ninety librarians and assistants in Indiana libraries were present at the Detroit conference of the A. L. A. These were drawn from all classes, libraries large and libraries small, libraries public and libraries institutional. An unusually interesting program had been prepared and it is a great pity that with the conference so close at hand, more Indiana librarians were not present to enjoy and profit by it.

The college and reference libraries represented were the State Library, Indiana University, State Normal School, Purdue University, and Franklin, Earlham and Evansville colleges. Eight institutions were represented by trustees, Anderson, Elkhart, Evansville, Gary, Ligonier, Rensselaer and the Public Library Commission. The large libraries represented were Indianapolis (30), Fort Wayne (13), Evansville (11), South Bend, Gary, Muncie, Anderson, Elkhart, East Chicago, Frankfort, and Goshen. The smaller libraries represented were Bluffton, Brook, Franklin, Ligonier, Osgood, Rensselaer, Rochester, Vevay, Warsaw, Whiting.

On the program were Edmund F. Craig, of Evansville, Corinne A. Metz of Fort Wayne, Mrs. Earl of the Public Library Commission, Demarchus C. Brown, State Librarian, Harriet T. Root, Public Library Commission, Ethel F. McCollough, Evans-

ville, Carrie E. Scott, Indianapolis, and the Elkhart Book Wagon—"Pegasus".

Librarians will all be interested to learn that the Newberry medal for the best children's book of 1921 was awarded to Hendrik W. Van Loon for "The story of mankind."

ADDITIONS TO THE BROOKSTON KNEALE FUND BIOGRAPHY LIST.

- Balfour, Graham. Life of Robert Louis Stevenson. Scribner. \$1.60.
 Barrus, C. M. John Burroughs, boy and man. Doubleday. \$3.00.
 Bruce, H. A. Daniel Boone and the wilderness road. McMillan. \$2.50.
 Cody, Louisa. Memories of Buffalo Bill. Appleton. \$2.50.
 Egan, M. F. Everybody's St. Francis. Century. \$3.50.
 M. T. F. My Chinese marriage. Duffield. \$1.75.
 Garland, Hamlin. Daughter of the middle border. Macmillan. \$2.00.
 Gosse, E. W. Father and son. Scribner. \$2.00.
 Irvine, A. F. My lady of the chimney corner. Century. \$1.75.
 Kartini, R. A. Letters of a Javanese princess. Knopf. \$4.00.
 Larcom, Lucy. New England girlhood. Houghton. \$1.00.
 Repplier, Agnes. In our convent days. Houghton. \$1.75.
 Richards, L. E. Abigail Adams. Appleton. \$1.75.
 Roosevelt, Theodore. Letters to his children. Scribner. \$2.50.
 Stern, E. G. My mother and I. Macmillan. \$1.50.
 Whitlock, Brand. Forty years of it. Appleton. \$2.25.

TOWNSHIP STATION PROBLEMS.

Annie E. Carson, Plymouth.

The question arises—who shall serve at the Station library? The station should be thought of as an outpost and the one doing the work as a pioneer. The pioneer settler was of hardy stock, resourceful in meeting and working out difficulties. The station librarian is a pioneer and should be of pioneering stuff. The youngest apprentice or the weak member of the staff, who needs bolstering even at home are not hopeful timber, to send to a station. The best person available should be chosen. To say the

least, it is not good *business policy* to keep all the best for the home library, if we are to deal honestly with the township that pays in its money too. The station should have its share of the best and as large a share as possible. The station is, and will be increasingly a feeder of the library. Some folks think any one will do, just so the home work is not interfered with.

To my way of thinking, the librarian should supervise the work of the system and for her own enlightenment and broadening and the good of the field, she should come in actual contact with the most distant portions of her field. If a library board consider her fit to be employed she is the most competent person to judge of the amount of time she can spend with out-stations. Her ear needs to be open to the requests and to know the needs of every section of the field if she is to be an intelligent supervisor.

Last year we had five teacher-librarians. They did good work, so far as they had time, but a teacher's first thought is, as it should be—school work. The time these teachers were able to give was so fragmentary that I am surprised that they did as much. Let me say right here that I have no reference to the small school of one room but to the consolidated school or grade and high school combined.

My conviction is that if library work is to be done, library workers should do it. We had the almost unanimous consent of the board to try it out with our own staff. It was thought we *might not* be able to carry through the winter months—but so far we are still at it and with gratifying results. I spend two days a week and have taken the two stations most difficult of access. My assistant taking three that are easiest of access. We are allowed \$35 a month for expenses. We use the train wherever possible and at one station my transportation is assured by riding in the school-hack, otherwise known as the "kid-wagon".

These lifts are welcomed, as it helps to even up when the taxi must be paid for.

Our stations average from fifty-five to

one hundred and fifty and this smallest station has the honor of having every pupil enrolled, thanks to the good work of my assistant.

The registration is done as it would be done at the library, our object being to train as we go and as a consequence our borrowers feel as much at home at the library as at the station as there is no new routine to meet. Names are looked up in the borrowers' file at the library before a card is issued so that there is no duplication. The usual library card is then issued. This card is good at the stations and also at the library and borrowers are urged to visit the library as it belongs to them too. It is gratifying to see them frequently coming in. Many persons are reached in this way that otherwise we would never get. Our object is to establish a bond between the borrower and the library and once established to cement the bond.

A prime requisite in a station worker is to like folks and be interested in folks.

Usually we have a small room assigned us by the Principal. The book-cases and shelving are usually there and we proceed to arrange our library. We use to good purpose the McCutcheon poster gotten out by The American Library Association. The man in the cartoon who says "He spoke to me" was interpreted by a small boy as "he smokes".

Our grades have a regular time for coming. The little people coming first. If any teacher is willing to allow a pupil or several pupils to drop in when not engaged with school work I always welcome such opportunity. The teachers are most willing to co-operate by announcing to pupils that home folks and friends are invited to come and get books. This invitation is always supplemented by my own, lest some one should think the station library is for the school only.

The best way to get the people is to do home visiting, in this way expressing personal interest as well as bringing the station library to their attention. Since our work has been established we have been

kept so busy that there has been no further opportunity for it. If we would leave our post we would be likely to miss borrowers.

Our book collection has been one of the most difficult problems to meet. We need many more books to meet the increased demand and we could do much better work if we had an adequate collection. Another strong reason for library workers at the stations is to make the demand for books and service such that a township must meet it.

We take our collection in the beginning by taxi and change the collection at the first of the year. But a station librarian must make up her mind to be more or less of a "beast of burden." Every trip we take out from two or three books to a dozen.

Our magazine service has been most generous. St. Nicholas, Literary Digest, Popular Mechanics, National Geographic, and Woman's Home Companion are taken to each station.

The circulation last year was 9,121. A very marked increase is showing over last year's record of teacher-librarians which makes us believe that we are on the right track. And circulation is only one item. Our increase in station borrowers over last year is 630. Not all of these are from stations but the bulk of the increase is from station work. My assistant will join me in saying that we have had many cold trips and lots of work but the compensation of seeing the work grow is a durable satisfaction.

We alternate in being away. The days I am at a station my assistant is at home and vice versa. When at home we do routine schedule with a young girl who has been trained in the service in the past year.

I certainly would not advocate the plan unless the Board is willing to give additional help at home while the librarian goes out. In our own case we need help badly for some things must needs go undone and I am not sure that our own public gets what it should in the way of service. But this need not and should not stand in the way of library service for the stations.

Our mission was to demonstrate and we

have. It is proven in our case to produce the best results by having library workers instead of teachers. We are not setting up standards for any library. This is to be understood as the simple story of our work, but the workers believe heart and soul in the method.

(Talk given at Columbia City District meeting.)

COUNTY SEAT LIBRARY AND THE SMALL TOWN.

Miriam Netter, Librarian, Warsaw, Ind.

When I was asked to take this subject the first thought that occurred to me was that a County seat library in a small town was no different from any small town library, but on second thought I realized that naturally all activities in the County center around the County seat, and the library has a part in all activities, or should have, and the small town affords the opportunity of closer contact with all organizations than the city.

Just as the merchant prepares for his Saturday trade or trade he draws from the County tradespeople, so the library prepares. We display our wares that will attract and interest the country people, and you soon learn to know the class of literature they prefer and the things they are interested in. We have 766 borrowers outside the city of Warsaw, 499 from Wayne Township, from which we receive a tax and 267 non-taxpayers and these people are not merely registered borrowers but are actually using the library. We know because we have just registered them. You would think a bargain sale was in progress to see the autos in front of our building on Saturday.

The teachers from the surrounding towns, Leesburg, Claypool, Etna Green, Atwood, come in for their school reference work on Saturdays. They send in their students for reference work, and quite often during the week we receive requests for books, which we mail out to them.

We come in contact and co-operate with practically all of the City, County and Town-

ship organizations and officials, and most of their meetings are held in the library auditorium.

There are two farmers' organizations, a County federation of farmers, and Township organization. Both of these bodies meet in the library auditorium, and through the County agent we keep in touch with their activities, and through his recommendations purchase books and get other material for their needs. At present they are interested in co-operative marketing. At their last meeting I sent them a list of material on that subject which we had in the library, and the County agent in his circular letters to the farmers will include on request a list of books he recommends from the Public library, then the farmer's wife and family very often wait for him in the library reading room and take with them reading for the entire family.

Then comes the County Fair which we have annually. This gives us an opportunity for Publicity through the County. By placing posters at the different exhibits we can call attention to books on different subjects, as Agricultural, Fancy work, and domestic science exhibits.

Winona Schools, Lake Resorts, Etc.

Our city and County are very much organized along literary lines. Warsaw alone has eleven literary clubs, and besides these programs we have on file four from surrounding towns, making in all 15 literary clubs we do reference for. We ask that these programs be sent to us as soon as issued, that we may ascertain if we have all the required material or that we may obtain material elsewhere in time for their work. We ask also for a list of any special references the program Committees may have in mind. Most of these committees meet in the library and we are quite often asked to help outline their programs and furnish them lists of new material available in the library, or the program is submitted to us before printed for suggestions.

We also have a city Federation of clubs, composed of fourteen literary clubs and

other organizations, which meets in the library once a month. They are very willing to co-operate with any library work. Each year they devote one meeting to Children's book week. They have just placed a new piano in the library auditorium. At each meeting I send them Public library book notes, which is a list of new books purchased the preceding month, and a short sketch of each book. I find this a very successful way of advertising. We have had long waiting lists for such books as Wells, Outline of History, Strachey's Queen Victoria, Mirrors of Washington, and many other of the popular non-fiction, ever since the books have been purchased. Our Public read the reviews and want the books as soon as they are off the press. In fact I have had to take little less discount on books, to get better service and have the books when they are in demand.

Then we have a County Federation of clubs, composed of most of the literary clubs in the County. This organization meets annually in the library. At one of their recent meetings, I was asked to talk on library extension work. As I was on that Committee for the State Federation of clubs at that time, this gave me a good opportunity of bringing before this body the need for a County library in this County. For we will undoubtedly be a County library at some time, after a few of you have worked out some of the perplexing problems now staring us in the face.

County Red Cross society is another organization we keep in touch with. Through co-operation of the County nurse we are circulating works on Public health and sanitation. We have purchased books for them on the school nurse and Public health.

The library is the home of the County Medical society. They furnished a room in which to hold their meetings, and we keep the County Medical reports on file for them.

County historical records should all be kept in the County seat library, and at this point I will say that a County seat library building should be built with space pro-

vided for County records, relics, etc., because it is an impossibility for the average small library to take care of these things, and I agree it is the logical place for them. If we were to accept all the County relics, photographs of pioneers, County records, papers, etc., that we have offered to us we would have to move out the books and have a museum instead of a library. Just a few days ago it was reported to me that a County historical society was to be formed, and that the library would be expected to take care of its belongings, so I guess we can be prepared to build on an addition.

Our business men's organizations, such as the Rotary and Kiwanis clubs, are always willing to co-operate with us in any movement, and I am expecting soon to have a joint meeting of these two organizations in the library with an address on the library and the business man.

The Wayne Township teachers hold their meetings in the library once a month, and at that time I ask them to select any special books they want for their stations at the school and we send them out.

I could mention innumerable County, Township and city organizations, officials and committees, which we come in contact and co-operate with, affording the County seat small library many opportunities for extension work, over other small town libraries. They should be the center of all activities in the city and County and should co-operate with all organizations.

1922 SUMMER SCHOOL STUDENTS.

The following students are enrolled in the 1922 class of the Public Library Commission's Summer School for Librarians at Shortridge High School:

Jane Aspinall, assistant, Plymouth.
 Blanche Barr, librarian, Spencer.
 Bernis Bartholomew, assistant, Goshen.
 Blanche Bemis, assistant, North Vernon.
 Ruth Bills, assistant, Columbia City.
 Edna Bollinger, assistant, North Manchester.
 Regina Coker, assistant, Evansville.
 Erma Cox, assistant, Martinsville.
 Ruth Cox, librarian, Thorntown.

Mrs. Mary L. Davis, librarian, Lowell.
 Lois Gross, assistant, Gary.
 Dorothy E. Hiatt, assistant, Indianapolis.
 Mildred Hall, assistant, Fowler.
 Maude Harmon, assistant, Frankfort.
 Nellie G. Harper, librarian, Madison.
 Lois Henze, assistant, Elwood.
 Sara Hill, assistant, Rockport.
 Mildred B. Jamison, assistant, Gary.
 Hazel Lett, assistant, Washington.
 Elinor Meyers, assistant, Gary.
 Wilma Miller, assistant, Marion.
 Jane M. North, librarian, Rising Sun.
 Anna M. Nye, Trustee, Lynn.
 Leah Power, assistant, Warsaw.
 Valla Ridens, assistant, Evansville.
 Mary E. Schmitt, assistant, Seymour.
 Freda Silver, assistant, Evansville.
 Lucile Slater, assistant, Hartford City.
 Velma E. Snider, assistant, Huntington.
 Helen Stone, assistant, Mooresville.
 Edith Switzer, assistant, Logansport.
 Mary L. Taylor, assistant, South Bend.
 Mabel Wallace, librarian, Orleans.
 Mildred Wallace, assistant, Evansville.
 Mrs. Josephine Walling, librarian, Pennville.
 Mrs. Alice M. Weeks, assistant, Auburn.
 Ethel Willis, assistant, Crawfordsville.
 Naomi H. Wolter, assistant, South Bend.
 Florence A. Wood, assistant, New Albany.
 Ruth Young, assistant, Hammond.

INDIANA LIBRARY ASSOCIATION.

Indianapolis, April 14, 1922.

Executive Committee.

An executive committee meeting of the Indiana Library Association and the Indiana Library Trustees' Association was held in the office of the Public Library Commission on April 5, 1922.

The I. L. A. members present were Miss Winifred Ticer, Miss Alice Stevens, Miss Bertha Ashby and Miss Elizabeth Ohr.

Mrs. W. A. Denny was the only member of the I. L. T. A. Executive Committee able to be present.

Mr. William J. Hamilton, Secretary of the Public Library Commission, met with the Committee.

It was decided that the joint meeting of the Indiana Library Association and the Indiana Library Trustees' Association should be held in Indianapolis, November 15th.

17th, 1922. Some objection to the Hotel Severin as convention headquarters was voiced and it was decided, if possible, to hold the meetings at the Hotel Lincoln. Mrs. W. A. Denny was asked to take up the matter with the hotel.

The treasurer reported that at the present time there was \$236.21 in the Indiana Library Association treasury.

The plans for the program were then discussed and the following tentative program was arranged:

Wednesday Afternoon, November 15th

Joint Meeting. Mr. Herbert Hirshberg, Librarian State Library, Columbus, Ohio, and Mrs. H. L. Elmendorf suggested as speakers.

Meeting followed by an informal tea at the Indianapolis Public library, the Indianapolis Library Club acting as host.

Wednesday Evening, November 15th

Joint meeting. Henry Seidel Canby and Mr. Robert Cortes Holliday suggested as speakers. Music.

Thursday Morning, November 16th

Round Tables.

Indiana Library Trustees' Association Round Table.

1. Trustees of large libraries.

Program to be arranged by the Executive Committee of the I. L. T. A.

2. Trustees of small libraries.

Program to be arranged by the Executive Committee of the I. L. T. A.

Indiana Library Association Round Table.

It was suggested that we have only one round table, discussing several topics as library assistants, technical books, picture collections, etc.

Joint Business Meeting.

Thursday Afternoon, November 16th

1:30-3:00.—Childrens' Work. Miss Effie Power suggested as speaker.

3:00-4:30. County library work. Miss Metz suggested as chairman.

Thursday Evening, November 16th

Banquet with no formal addresses. Music. Entertainment of some sort after the banquet. Miss Ticer was asked to find out about this.

Friday Morning, November 17th

Election of officers.

Indiana Library Week and its results.

Recruiting for Librarianship.

ELIZABETH OHR, Secretary,
Indiana Library Association.

HOW A GOOD LIBRARY BENEFITS ALL THE PEOPLE OF A COMMUNITY.

1. It provides guidance, help and stimulus toward efficient management for every institution and every public enterprise of a community. It promotes better teaching in the schools, better preaching in the pulpits, better cleaning of the streets, better management of all public business. In these results, all the people benefit, whether or not they are enrolled at the library.

2. It enriches the social life of the community. Man is essentially a social being and the value of his life depends greatly on the degree of intelligence and wealth of ideas that he finds in his environment. Every man is impoverished when compelled to live in an atmosphere of impoverished ideas; every man is enriched when the world of ideas in which he moves is enriched. Every influence that promotes intelligence, that enriches or enlarges the common stock of ideas of a community, make life more valuable for every one in that community; and every good book that goes out of the library is such an influence. A man is often enriched by the book his neighbor reads as truly as by the book he reads himself.

3. It adds in some degree to the material value and salability of property within the range of its service. Corporations interested in the development and sale of real estate often build and equip libraries for the sole

purpose of thus increasing values, and in advertisements put forth both by individual agents for their clients and by boards of trade or chambers of commerce for their communities, libraries are treated as positive assets of recognized value.

4. It provides the means by which exceptional minds may find their first stimulus and awakening, thus insuring to society the countless benefits that issue from the productions of such minds. Often by ministering to a single person, the library is most effectively ministering to its entire constituency. Many examples of this have been cited from recent library annals.

5. By providing freely, healthful, attractive reading, it protects society from the effects of evil, vicious, demoralizing books. Recent investigations made in several communities where good libraries have been in operation for some time, show that a certain type of vicious book which was much in vogue before the advent of the library, has almost entirely disappeared. The public library is thus doing for the mental and moral health of the community much the same service as the governmental bureaus established to protect society from impure food and drugs are doing for its bodily health.

6. In this capacity the library shows itself to be, in reality, not an object of expense to taxpayers but a means of saving to them. Everything that acts as a check on the spread of vicious ideas, helps in its degree to prevent vice, crime, pauperism, and degeneracy, and there is nothing that is so expensive to taxpayers as these things. No less an authority than Lord Avebury has expressed the belief that in England, the expense of taxpayers involved in the maintenance of free libraries has been more than paid back in the reduction effected through their influence in the budgets for charitable and correctional institutions. Estimated even in pounds and shillings, the public library is a public economy and benefits all taxpayers.

New York Libraries, August, 1921.

BIOGRAPHY FOR YOUNG PEOPLE.

"But," some one protests, "modern young people don't read biography unless it is a school assignment." Admitting that the average immature reader does not browse widely in biographical fields, librarians and teachers know that he takes very kindly to entertaining life-stories written along the lines of his natural interests, provided the books are sponsored by some one whose advice on reading he has learned by experience to trust.

The young person whose interest in biography is the theme of this homily, is no assignable physical age, but as far as book-interests go, is in the so-called intermediate stage; he has outgrown the world of children's books, but has neither the experience to understand the subtle and complex point of view of the adult literary world, nor the balance to swing back to normal, after encountering the abnormal in books.

The selection of any class of books for readers at this intermediate stage, presents its peculiar problems; but the formulation of principles for the selection of intermediate biography is of especial interest.

The first point to be considered is the sort of subject worthy of biographical presentation to the immature-minded. In an address on biography to the graduating class of Phillips Exeter Academy, Phillips Brooks laid down some definite principles for their biographical reading. He pointed out to his youthful audience that those individualities which embody the *healthiest* and *simplest* qualities of human nature are best fitted for biographical commemoration. This broad but exacting classification is perhaps the best guide for adults in selecting biography for "intermediates" and would include biographies of such widely varied personalities as Lincoln, Jacob Riis, Alice Freeman Palmer, Sir Walter Scott and Margaret Ogilvie.

But, left to his own devices, what sort of people, past or present, does the intermediate like to read about? His interest is

awakened by the biography of action, achievement, and picturesque or romantic interest: Captain Scott, Countess Krasinska, Marie Sukloff, Florence Nightingale, Buffalo Bill, Mary Antin, "Fighting Bob" Evans are all characters which need as little introduction as a thrilling story. With a little guidance, the intermediate's natural bent may be utilized for wider reading. He will find action, romance, courage, devotion in the stories of those who have made human life richer or easier by their achievements in the field of literature, art, science, industry, invention, and the relief of human suffering. Lives of Edison, Walter Reed, Elizabeth Fry, Grenfell, Mark Twain and Jane Addams, are all illustrations. The interest of the boy or girl planning a life work will be easily caught by stories revealing the springs of great success along any line, as in the lives of Edward Bok and Andrew Carnegie, or by stories of accomplishment in the face of tremendous handicap as told by Helen Keller, Rose Cohen, John Muir, and Booker Washington.

Thus far, the qualities or achievements which constitute fitness of biographical subject. Now for a brief consideration of the presentation of these subjects best suited to immature readers: The subject should be treated simply and objectively, that is, should present no complications of motive, and should deal with outward events and struggles rather than with character analysis. But, as in the best intermediate novels, character should be shown in action. It should deal with character truthfully, so as to enlarge the reader's knowledge of human nature and convey something of the differing ideals of successive ages and of different present-day environments as affecting character. It should present character without didacticism. Characters which will offer some ideals and stimulus to right action to the age just emerging from hero worship should be chosen, but should be presented without moral sign posts, that is, told so that the "unconscious moral tact" of stories of perseverance, right living, and

brave doing may exercise their influence without interference. The presentation should be sympathetic—the biography which leaves the subject's reputation without a leg to stand on is detrimental to immature ideals. Its style should at least be direct and simple, and, better still, picturesque and colorful. When it is enlivened with anecdote and conversation, and a touch of not too-subtle humor, the book is sure of a welcome.

Some autobiographies are quite objective in character, that is, they deal with outward events and struggles, character development and analysis of personality being rather indicated than dwelt upon. Such are the autobiographies of Booker Washington, John Muir, Jacob Riis, Marie Sukloff and Edward Bok. The introspective, self-analytic autobiography, however sincere and sane, is not for the intermediate.

Letters are usually agreeable forms of autobiography, for, if genuine, they represent the natural character without pose. However, there are few volumes of letters which would appeal to the intermediate; Roosevelt's "Letters to his children" and Pickett's "Heart of a soldier" are notable exceptions. There is a form of biography, or, more strictly, autobiography, which is informal, and chatty, but conveys atmosphere and, half unconsciously, gives valuable pictures of the actors and events of past times, not to mention an insight into the characters of the authors themselves which they were far from intending. The romance and color of such memoirs as "A Confederate girl's diary" make a particular appeal to the intermediate girl.

The ideal biographies for the intermediate, then, are those which show simple, wholesome character expressed in adventure, action, service, accomplishment. These biographies and autobiographies should afford, in one way or another, nourishment for character building, and should serve as a bridge leading to his later reading of such distinctively adult biographies as will give him breadth, sympathy with all kinds of

people, and broad appreciation of the significance and worth of all sorts and conditions of character.

(From Cleveland Public Library "Open Shelf.")

BIOGRAPHY FOR YOUNG PEOPLE.

Collective.

Eastman. Indian heroes and great chieftains.
Forbes. Men who are making America.
Gibbs. Men and women of the French Revolution.
Graham. Splendid failures.
Hopkins. The romance of escapes.
Howells. Literary friends and acquaintance.
Husband. Americans by adoption.

Individual.

Addams. Twenty years of Hull House.
Aldrich. Crowding memories.
Antin. Promised land.
Avary. Virginia girl in the Civil War.
Balfour. Life of Robert Louis Stevenson.
Barrie. Margaret Ogilvie.
Barrus. John Burroughs, boy and man.
Belloc. Marie Antoinette.
Bok. Americanization of Edward Bok.
Brown. Marjorie Fleming.
Bruce. Daniel Boone and the Wilderness Road.
Cantacuzene. My life here and there.
Carlyle. Letters of Jane Welsh Carlyle.
Carnegie. Autobiography of Andrew Carnegie.
Carnegy. Queen's knight. (A young Swedish nobleman devoted to Marie Antoinette.)
Cody. Memories of Buffalo Bill.
Cohen. Out of the shadow.
Creevey. Daughter of the Puritans.
Custer. Boots and saddles.
Davies. Autobiography of a super-tramp.
Davis. Adventures and letters of Richard Harding Davis.
Dawson. Confederate girl's diary.
Egan. Everybody's St. Francis.
Ellsworth. Golden age of authors.
Evans. Sailor's log.
F., M. T. My Chinese marriage.
Fay. Music study in Germany.
Ford. Alexander Hamilton.
Ford. True George Washington.
Forster. Life of Charles Dickens, ed. by Gissing.
Franklin. Autobiography of Benjamin Franklin.
Garland. Son of the Middle Border.
Gaskell. Life of Charlotte Bronte.
Gibson. Journal from our legation.
Gosse. Father and son.
Hall. High adventure.
Hegermann-Lindencrone. Sunny side of diplomatic life.
Hudson. Far away and long ago.
Hudson. The man, Napoleon.
Irvine. My lady of the chimney corner.
Jefferson. Autobiography of Joseph Jefferson.
Jennings. Beating back.
Johnston. Napoleon.
Jones. Thomas Alva Edison.
Kartini. Letters of a Javanese princess.
Keller. Story of my life (Helen Keller).
Kovalevsky. Recollections of my childhood.
Krasinska. Journal of Countess Krasinska.
Larcom. A New England girlhood.
McClure. Autobiography of S. S. McClure.
Marcosson. Adventures in interviewing.
Markino. Japanese artist in London.
Morgan. Story of a rebel reefer.
Morgan. True Patrick Henry.
Morris. Life on the stage.
Muir. Story of my boyhood and youth.
Muller. Karla Wenckebach, pioneer.
Nicolay. Boy's life of Abraham Lincoln.
Page. Robert E. Lee.
Paine. Short life of Mark Twain.
Palmer. Life of Alice Freeman Palmer.
Parker. American idyll.
Pickett. Heart of a soldier.
Ravage. American in the making.
Repplier. My convent days.
Richards. Abigail Adams.
Richards. Elizabeth Fry.
Richards. Florence Nightingale.
Richards. Joan of Arc.
Richards. Village life in America.
Ribbany. Far journey.
Riis. Making of an American.
Roosevelt. Autobiography.
Roosevelt. Theodore Roosevelt's letters to his children.
Schurz. Abraham Lincoln.
Shaw. Story of a pioneer (Anna Howard Shaw).
Smith. O. Henry biography.
Smith. Captain Thomas A. Scott, master diver.
Sothern. Melancholy tale of "me."
Steiner. From alien to citizen.
Stern. My mother and I.
Stewart. Letters of a woman homesteader.
Strachey. Queen Victoria.
Sukloff. Life story of a Russian exile.
Talbot. My people of the plains.
Terry. Story of my life (Ellen Terry).
Thackeray. Letters to an American family.
Thayer. Astir; a publisher's life story.
Twain. Personal recollections of Joan of Arc.
Twain. Life on the Mississippi.
Washington. Up from slavery.
Whitlock. Forty years of it.

"RADIO FOR EVERYBODY"

With radio communication becoming more popular every day many libraries find it necessary to invest in books which will satisfy the great demand for knowledge of this

subject. The books in the following list have been chosen from the mass of radio material now on the market because they have been found authentic and useful. For the most part they are suited to the amateur. In buying radio books it is well to keep in mind the fact that they, like all technical books, get out of date. Buy just what you need and save some of your radio fund for a later and better book.

Batcher, R. R. Prepared radio measurements, with self-computing charts. N. Y. Wireless Press, c1921. \$2.00.

"...The charts in this book represent formulae that are apt to occur in ordinary radio computations." *Introduction.*

Bucher, E. E. Vacuum tubes in wireless communication; a practical text book for operators and experimenters. N. Y. Wireless press, c1919. \$2.25.

"Best elementary book on vacuum tubes." *Pratt Institute.*

— (The) wireless experimenter's manual: incorporating how to conduct a radio club, describes parliamentary procedure in the formation of a radio club—the design of wireless transmitting and receiving apparatus—long distance receiving sets—vacuum tube amplifiers—radio telegraph and telephone sets—the tuning and calibration of transmitters and receivers—general radio measurements—and many other features. N. Y. Wireless press, c1920. \$2.25.

Edelman, P. L. Experimental wireless stations: their theory, design, construction and operation. N. Y. Henley, c1920. \$3.00.

"A complete elementary course of instruction in and an account of sharply tuned modern wireless installations. Revised, enlarged and reset edition, showing all recent improvements." *Subtitle.*

Lauer, Henri, and Brown, H. L. Radio engineering principles. N. Y. McGraw-Hill, 1920. \$3.50.

"A good text book for the study of the principles of wireless communication in the light of recent developments which center about the characteristics of the three-electrode vacuum tube. . . . A considerable knowledge of mathematics is necessary to an understanding of the theoretical portions of the book, the descriptions of systems and operation are less exacting in this respect. The book is well illustrated with wiring diagrams, graphical charts and pictures of apparatus. . . ." *Donald Hendry, Pratt Institute.*

Lescarbourea, A. C. Radio for everybody. N. Y. Scientific American pub. co. c1922. \$1.50.

"A popular guide to practical radiophone reception and transmission and to the dot-and-dash reception and transmission of the radio telegraph, for the layman who wants to apply radio for his pleasure and

profit without going into the special theories and intricacies of the art." *Subtitle.*

Mittell, B. E. G. Continuous wave wireless telegraphy. N. Y. Pitman, 1922. 85c.

"A non-mathematical introduction to the subject of wireless telegraphy from the engineer's point of view with special reference to the principles, apparatus, and operation of continuous wave systems." *Subtitle.*

Morecraft, J. H. Principles of radio communication. N. Y. Wiley, 1921. \$7.50.

"A thorough, scholarly and authoritative textbook on the theory and practice of radio communication. . . ." *Bkl.*

"Most recent American advanced treatise considering the subject in much detail." *Donald Hendry, Pratt Institute.*

Nilson, A. R. Radio questions and answers on government examination for radio operator's license. N. Y. McGraw-Hill, 1921. \$1.00.

"One hundred and twenty-two typical examination questions for commercial radio operators' license, with answers in full, and sixty additional questions without answers. . . ." *Donald Hendry.*

Sleeper, M. B. Construction of radio phone and telegraph receivers for beginners. N. Y. Henley. c1922. 75c.

"Solid, useful data, photos, and drawings prepared especially for the radio novice and experimenter on the erection of antennas, planning a station, and building all kinds of crystal, audion, and regenerative receivers, with amplifiers and loud speakers for radio telephone broadcast reception and telegraph signals." *Subtitle.*

— How to make commercial type radio apparatus. N. Y. Henley, c1922. paper 75c.

"A guide book for those who desire to make their equipment the equal, in appearance as well as performance, of the commercial apparatus." *Subtitle.*

Sleeper, M. B. Radio hook-ups: a reference and record book of circuits used for connecting wireless instruments. N. Y. Henley, c1920. 75c.

"The most recent and efficient diagrams are given for all types of crystal and audion receivers for damped and undamped waves, spark coil, transformer, and vacuum tube transmitters, amplifiers, oscillators, and measuring apparatus." *Subtitle.*

Stone, E. W. Elements of radiotelegraphy. N. Y. Van Nostrand, 1919. \$2.50.

"A good elementary book on wireless telegraphy, prepared originally as an instruction book for the use of United States navy radio classes, but adapted for use in schools and for home study by adults." *Pratt Institute.*

Verrill, A. H. The home radio: How to make and use it. N. Y. Harper. c1922. 75c.

A book for the beginner. Can be used with boys.

White, J. W. Practical amateur wireless stations. N. Y. wireless press. 1920. Paper, 75c.

"An experience book containing the best sugges-

tions of thirty-three experimenters on building, installing and operating experimental stations for radio communication." *Subtitle.*

"A usable non-technical guide in convenient form that will delight high school boys who are interested in wireless telegraphy." *Bkl.*

GOVERNMENT DOCUMENTS ON RADIO.

U. S. War Department. Elementary principles of radio telegraphy and telephony. (Radio communication pam. No. 1.) 1921. 10c.

U. S. War Department. Principles underlying radio communication. (Radio communication pam. No. 40) 2d ed. 1922. \$1.00.

U. S. Standard Bureau. Radio instruments and measurements. (Circular No. 74) 1918. 60c.

"No attempt is made in this circular to deal with the operation of apparatus in sending and receiving." *Introd.*

"The circular is valuable to the advanced reader, but new developments have taken place since 1918." *Donald Hendry.*

U. S. Standards Bureau. Construction and operation of simple home-made radio (circular 120).

U. S. Navigation, Bureau of (Commerce dept.) Amateur radio stations of the United States. Wash., D. C. Govt. Print. Office. June, 1921. Supt. of Documents. 15c.

"This publication contains a complete list of radio stations of the United States . . . Supplements, under the title *Radio Service Bulletin*, are issued monthly. Copies of the supplement may be obtained from the Supt. of Documents at 5c per copy, or 25c per year." *Introd.*

This list gives: Call signal—owner of station—location of station (i. e. street, city and state address) and power.

It is arranged in two alphabets. One alphabetical by call signals, the other by owners of stations.

U. S.—Navigation, Bureau of (Commerce dept.) Commercial and government radio stations of the United States. Wash. Gov't Print. Office. June, 1921. Supt. of Documents. 15c.

"This publication contains a complete list of the commercial and government land and ship stations, technical and training stations, experimental stations, and special amateur stations." *Introd.*

Appendix contains: International Morse code and conventional signals. List of abbreviations to be used in radio communications.

Radio Periodicals.

Radio Broadcast (monthly). Doubleday. \$3.00 per year.

Radio News (monthly). Experimenter Pub. Co. 233 Fulton street, N. Y. \$2.00 per year.

Wireless Age (monthly). Wireless Press, N. Y. \$2.50 per year.

"SMALL LIBRARIES."

Anna G. Hall's recent revision of "Directions for the Librarian of a Small Library," originally written by Zaidee Brown and published in 1911, has been received with interest by library workers. A careful comparison of the two editions reveals very slight changes in some subjects, revision and amplification of others, and the inclusion of three additional subjects as follows: A short discussion of "Reference;" paragraphs on "Mending and Binding," reprinted from an article by Helen R. Cochrane in the Wisconsin Bulletin for December, 1920, and an excellent discussion of "Library House-keeping," which should prove especially helpful.

There are some recommendations, however, which may be questioned. Is the withdrawal record still felt to be a necessity? Is it wise to continue to advise libraries to use the classification scheme as given on pages 37-46 of the "A. L. A. catalog" when there have been several revisions of "Dewey decimal classification" since its publication, with a very recent issue of the abridged edition? Shall the dictionary catalog displace the shelf list as the first card record in a library, even a very small library?

Indiana libraries will be interested in knowing that Ethel F. McCollough, of the Evansville library, has just finished a revision of "Stearns's, essentials in library administration," which will be issued as a pamphlet by the A. L. A. publishing board some time this spring. To a certain extent the same ground will be covered as in the "Directions for the librarian of a small library," and many librarians will doubtless prefer to wait to purchase the new edition of the "Essentials."

FIVE GOOD BOOKS FOR ART STUDENTS.

Drawing, by Hartrick.

Perspective for art students, by Hatton.

Art of drawing in lead pencil, by Salvey.

Practical Illustration, by Whiting.

First steps in water color painting, by Gleason.

Five Good Books for Musicians.

Vocal mastery, by Brower.
Violin playing as I teach it, by Auer.
History of the flute, by Ehrlich.
Self-helped in piano study, by Brower.
Early history of singing, by Henderson.

Five Good Books for Photographers.

Photography as a fine art, by Bailey.
The camera as a historian, by Gower.
Fine art of photography, by Anderson.
Fundamentals of photography, by Mees.
Manual of photographic technique, by Hibbert.
(Recommended by the Indianapolis Public Library.)

SOME NEW BOOKS FOR BOYS AND GIRLS.**Six to Seven Years.**

Aulnoy. Children's fairyland. Holt, \$1.75.
Bailey. Seven peas in a pod. Little. \$2.25.
Burgess. Burgess bird book for children. Little. \$3.00.
Carrick. Picture tales from the Russian, Tr. by Forbes. Stokes. \$1.25.
Lindsay. Bobby and the big road. Lothrop. \$1.50.
Marshall. Peggy in toyland. Dodd. \$2.50.
Mother Goose. Songs from Mother Goose for voice and piano, set to music by Sidney Homer. Macmillan. \$2.50.
Patch. Little gateway to science. Atlantic. \$1.00.
Phillips. Wee Ann. Houghton. \$1.50.
Skinner. Nursery tales from many lands. Scribner. 90c. School ed. 72c.

Eight to Nine Years.

Burgess. Burgess animal book for children. Little. \$3.00.
Cobb. Anita. Lothrop. \$1.50.
Lindsay. Joyous travelers. Lothrop. \$2.00.
Lofting. Story of Doctor Dolittle. Stokes. \$2.25.
Olcott ed. Wonder garden. Houghton. \$3.00.
Perkins. Italian twins. Houghton. \$1.75.
Phillips. Little friend Lydia. Houghton. \$1.75.
St. Nicholas. Travel stories retold from St. Nicholas. Century. \$1.25.
Smith. Christmas child. Houghton. \$1.75.
Snell. Soolook, wild boy. Little. \$1.75.

Ten to Eleven Years.

Baldwin. Sailing the seas. American Book Co. \$1.00.
Carrington. Boy's book of magic. Dodd. \$2.00.
Krapp. Tales of true knights. Century. \$1.75.
Maeterlinck. Children's life of the bee. Dodd. \$2.00.
Mathews. Book of birds for young people. Putnam. \$3.00.
Nicolay. Boy's life of Lafayette. Harper. \$1.75.
Schultz. Dreadful River cave. Houghton. \$1.75.
Slusser. Stories of Luther Burbank and his plant school. Scribner. \$1.25. School ed., 88c.
Wallace. Ragged Inlet guards. Revell. \$1.75.
Zwilmeyer. What happened to Inger-Johanne. Lothrop. \$1.75.

Twelve to Thirteen Years.

Adams. Mehtable. Macmillan. \$2.25.
Arnadottir. When I was a girl in Iceland. (Children of other lands series). Lothrop. \$1.25.
Hawes. The Mutineers. Atlantic. \$2.00.
Knipe. Cavalier maid. Macmillan. \$1.80.
La Varre. Up the Mazaruni for diamonds. M. Jones. \$1.50.
Meigs. Pool of stars. Macmillan. \$1.50.
Miller. Hidden people. Scribner. \$2.00.
Olcott. Story-telling ballads. Houghton. \$3.00.
Robinson. Dr. Tam O'Shanter. Dutton. \$2.00.
Smith, ed. Heroines of history and legend. Lothrop. \$2.00.

(Recommended by Children's Department, Indianapolis Public Library.)

**MYSTERY AND DETECTIVE STORIES
IN THE POPULAR COPYRIGHT
EDITION.**

Bennett, Arnold. Buried alive.
Bindloss, Harold. Carmen's messenger.
Johnstone of the border.
Bower, B. M. Starr, of the desert.
Cohen, O. R. Crimson alibi.
Gray dusk.
Doyle, A. C. His last bow.
Hound of the Baskervilles.
Memoirs of Sherlock Holmes.
Tales of Sherlock Holmes.
Valley of fear.
Fletcher, J. S. Middle Temple murder.
Talleyrand maxim.
Fredericks, Arnold. Blue lights.
Ivory snuff box.
Gibbs, George. Black stone.
Bolted door.
Golden bough.
Secret witness.
Yellow dove.
Green, A. K. Chief legatee.
Dark Hollow.
Golden slipper.
House of the whispering pines.
Initials only.
Mayor's wife.
Mystery of the hasty arrow.
Room Number three.
That affair next door.
Hanshew, T. W. Cleek of Scotland Yard.
Cleek's government cases.
Cleek, the man of forty faces.
Riddle of the night.
Riddle of the purple emperor.
Hay, James. Melwood mystery.
Hope, Anthony. Secret of the tower.
Hotchkiss, C. C. Ivory ball.
Hutchinson, Horace. Mystery of the summer house.

Johnston, W. A. Apartment next door.
House of whispers.
Mystery in the Ritsmore.
Kerr, Sophie. Blue envelope.
Le Blanc, Maurice. Golden triangle.
Teeth of the tiger.
Woman of mystery.
Lee, Jeanette. Green jacket.
Leroux, Gaston. Mystery of the yellow room.
Perfume of the lady in black.
Secret of the night.
Leverage, Henry. Whispering wires.
White cipher.
Lincoln, N. S. Moving finger.
Nameless man.
Three strings.
McCutcheon, G. B. Anderson Crowe, detective.
McGrath, Harold. Million dollar mystery.
McHarg & Balmer. Blind man's eyes.
Indian drum.
McIntyre, J. T. Ashton Kirk, criminologist.
Ashton Kirk, investigator.
Ashton Kirk, secret agent.
Ashton Kirk, special detective.
Martyn, Wyndham. Secret of the silver ear.
Moffet, Cleveland. Through the wall.
Mason, A. E. W. At the Villa Rose.
Nicholson, Meredith. House of a thousand candles.
Oemler, M. C. Slippery McGee.
Oppenheim, E. P. Cinema murder.
Curious quest.
Great impersonation.
Pawn's count.
Zeppelin's passenger.
Orczy, Baroness. Man in grey.
Ostrander, Isabel. At 1:30.
Clue in the air.
Island intrigue.
Second bullet.
Twenty-six clues.
Parriah, Randall. Mystery of the silver dagger.
Raymond, C. S. Mystery of the Hartley House.
Rees, A. J. Shrieking pit.
Reeve, A. B. Dream doctor.
Ear in the wall.
Gold of the gods.
Master mystery.
Mystery mind.
Poisoned pen.
Treasure train.
Rinehart, M. R. After house.
Circular staircase.
Man in lower ten.
Roche, A. S. Eyes of the blind.
Rohmer, Sax. Hand of Fu-Manchu.
Insidious Dr. Fu-Manchu.
Quest of the sacred slipper.
Return of Dr. Fu-Manchu.
Tales of secret Egypt.
Yellow claw.
Scott, Leroy. Partners in the night.
Thayer, Lee. Mystery of the 13th floor.

Tracy, Louis. Bartlett mystery.
Diana of the moorlands.
Number seventeen.
Vance, L. J. Dark mirror.
False faces.
Lone wolf.
Wells, Carolyn. Anybody but Anne.
Chain of evidence.
Curved blades.
Room with tassels.
The clue.
Williams, Valentine. Okewood of the Secret Service.

PERMANENT LOANS FROM TRAVEL- ING LIBRARY DEPARTMENT.

Most of the books offered in the last Occurrent have been taken by the various libraries in the state. The accompanying list is similarly selected. These books have not a popular appeal, and in some cases are out of date, but libraries may find them useful as reference material. The commission will be glad to send not more than ten to any library that asks for them and that will refund postal charges.

American Red Cross handbook of social resources of the U. S., 1922. American year book, 1917.
821 Arnold, Edwin. Light of Asia. n. d.
019 Bacon, Corinne, comp. Children's catalog supplement, 1918.
630 Bailey, L. H. Garden-making. 1899.
803 Bardeen, C. W. Authors' birthdays, third series. c1899.
Bargar, B. L. Laws and customs of riot duty. 1907.
631 Barnard, Charles. Talks about the soil. c1886.
641 Barrows, Anna. Principles of cookery. c1907.
808 Bellamy, B. W. Open Sesame, poetry and prose. v. 1, 2, 3. c1889.
814 Benson, E. F. Book of months. c1903.
821 Berdoe, Edward. Browning cyclopaedia. 1902.
640 Bevier, Isabel. The house. c1911.
811 Biddle, H. P. Few poems. c1858.
Biddle, H. P. Last poems. c1881.
Birkhimer, W. E. Military government and martial law. 1904.
821 Binyon, Laurence. The cause: poems of the war. c1917.
821 Blake, William. Songs of innocence. 1902.
636.2 Bourinot, Mrs. G. Keeping one cow. c1888.
811.08 Braithwaite, W. S. comp. Anthology of magazine verse for 1917.
821 Brooke, S. A. Tennyson, his art and relation to modern life. c1894.
821 Browning, Robert. Rabbi Ben Ezra. c1902.

- 821 Browning, Robert. *Sordello*. n. d.
Bruff, L. L. *Text-book of ordnance and gunnery*. 1903.
- 812 Buchanan, Thompson. *A woman's way*. (Play). c1915.
- 811 Bynner, Witter. *The new world*. c1915.
- 821 Chapman, E. R. *A companion to In Memoriam*. 1901.
- 710 Chautauquan. *June*, 1907.
- Connor, W. D. *Military railways*. 1910.
- 821 Cooke, G. W. *Guide book to the poetic and dramatic works of Robert Browning*. c1891.
- 807 Corson, Hiram. *Aims of literary study*. c1894.
- 821 Corson, Hiram. *Introduction to the study of Robert Browning's poetry*. c1886.
- 814 Coyle, J. P. *The spirit in literature and life*. c1895.
- Davis, G. B. *Military law of the U. S.* 3d ed. rev. 1913.
- 817 Dunn, F. P. *Observations by Mr. Dooley*. c1902.
- Encyclopedia Britannica*, 1891 ed. 2 sets. 24 v. ea.
- 808 *Familiar quotations*. n. d.
- 814 Farrar, Dean. *Great books*. c1898.
- 811 Finley, John. *The Hoosier's nest, and other poems*. 1866.
- 821 Fotheringham, John. *Studies of the mind and art of Robert Browning*. 1900.
- 814 Gannett, W. E. *Blessed be drudgery*. c1886.
- 821 Gattv, Alfred. *Key to Lord Tennyson's "In Memoriam"*. 1902.
- 821 Gosse, Edmund. *Robert Browning: personalia*. c1890.
- 814 Grant, Robert. *Opinions of a philosopher*. c1895.
- 804 Gray, W. C. *Musings by campfire and wayside*. c1902.
- Greely, A. W. *Manual of visual signaling of the U. S. Signal Corps*.
- 821 Griggs, E. H. *Poetry and philosophy of Browning*. c1905.
- 808 Harding, G. C. *Miscellaneous writings*. c1882.
- 804 Harrison, Benjamin. *Views of an ex-President*. c1901.
- Guizot, M. *History of France*. 8 vols.
- Havard, Valery. *Manual of military hygiene*. 1909.
- 810 Hawthorne, Julian. *American literature*. c1891.
- Hawthorne, Julian. *History of United States*. 3 vols.
- 820 Herford, C. H. *Studies in the literary relations of England and Germany in the 16th century*. 1886.
- 641 Hooker, M. H. *Ye gentlewoman's housewifery*. 1906.
- 811 House, B. D. *Poems*. 1892.
- How to feed an army*. 1901.
- 630 Hunt, T. F. *How to choose a farm*. c1906.
- 821 Hutton, J. A. *Guidance from Robert Browning in matters of faith*.
- 820 Johnson, Rossiter, ed. *Little classics*. Childhood. c1875.
- 820 Johnson, Rossiter, ed. *Little classics*. Intellect. n. d.
- 621 Jones, Henry. *Browning as a philosophical and religious teacher*. 1899.
- 631 King, F. H. *The soil*. c1895.
- 812 Knoblauch, Edward. *My lady's dress*. (Play). c1916.
- 635 Landreth, Burnet. *Market gardening and farm notes*. c1892.
- 814 Lowell, J. R. *Biglow papers*. c1890.
- 811 Lowell, J. R. *Vision of Sir Launfal*. n. d.
- Mason, C. F. *Handbook for the hospital corps of the U. S. army and navy and state military forces*. 1912.
- 821 MacLeod, I. R. *Songs to save a soul*. 1917.
- 820 McMahan, A. B. *Study class: a guide for the student of English literature*. 1899.
- 808.5 Matson, Henry. *References for literary workers, with introductions to topics and questions for debate*; 6th ed. 1907.
- 809.2 Matthews, Brander. *Development of the drama*. c1903.
- 808.2 Matthews, Brander. *Study of the drama*. c1910.
- Menzel, W. *History of Germany*. 4 vols.
- 811 Monroe, J. R. *Dramas and miscellaneous poems*. c1875.
- 821 Moore, Thomas. *Lalla Rookh*. n. d.
- 821 Morris, William. *Story of Sigurd the Volsung and the fall of the Niblungs*. 1900.
- 814 Morrison, H. A. *My summer in a kitchen*. 1878.
- 809 Moulton, R. G. *World literature and its place in general culture*. c1911.
- Munson, E. L. *Theory and practice of military hygiene*. 1901.
- 811 Nash, Florence. *June dusk and other poems*. c1918.
- 811 Negley, H. E. *The outlawed nation*. (War poems). c1919.
- 807 Noble, Harriet. *Literary art*. c1897.
- 821 Orr, Mrs. Sutherland. *Handbook to the works of Robert Browning*.
- 641 Owen, Catherine. *New cook book*. c1885.
- 821 Palgrave, F. T. *Golden treasury*. n. d.
- Palgrave, F. T. *Dictionary of political economy*. 3 vols. 1896.
- 784 Palmer, E. D. *Rightly-produced voice*. 1897.
- 812 Parker, L. N. *The artistocrat, a play*. c1917.
- 811 Parker, B. S. *Cabin in the clearing and other poems*. c1887. *Passport question*. 1911.
- 811 Pfrimmer, W. W. *Driftwood*. (Poems). c1895.
- 821 Peterson, H. C. *Inductive studies in Browning for secondary schools, colleges and literature clubs*. c1903.
- 821 *Poems of the great war*. c1916.
- 821 Porter, Charlotte, and Clarke, H. A. *Browning study programs*. 1900.
- Rambaud, A. *History of Russia*. 2 vols.

- 814 Reed, M. W. Temple talks. c1898.
 640 Richards, E. H. Cost of living. 2d ed. 1903.
 630 Roberts, I. P. The farmstead. 4th ed. 1907.
 641 Rumford kitchen leaflets. 1899.
 811 Seeger, Alan. Poems. c1916.
 821 Shairp, J. C. On poetic interpretation of nature. n. d.
 811 Shivel, Paul. Stillwater pastorals and other poems. c1915.
 811 Smith, H. M. At midnight and other poems. c1898.
 814 Spalding, J. L. Opportunity and other essays and addresses. c1900.
 811 Stedman, E. C. Poets of America. c1885.
 821 Stedman, E. C. Victorian poets. c1887.
 636.3 Stewart, Henry. Shepherd's manual; new ed. 1902.
 814 Swing, David. Club essays. c1889.
 821 Tennyson, Alfred. Lyrical poems. 1899.
 821 Tennyson, Alfred. Selections from the poems of Tennyson. c1904.
 812 Thomas, A. E. Her husband's wife: a comedy in three acts. c1908.
 U. S. War Dept. Annual report, v. 3. 1920.
 U. S. Fish Commission. Investigations of the aquatic resources and fisheries of Porto Rico. 2 v. 1900.
 820 Unsetting lights of English literature. c1902.
 821 Vincent, L. H. A few words on Robert Browning. c1890.
 812 Wentworth, M. C. War brides: a play in one act. c1915.
 818 Wheeler, Candace. Content in a garden. c1901.
 803 Wheeler, W. A. Who wrote it? An index to the authorship of the more noted works in ancient and modern literature. c1881.
 821 Wilson, F. M. Primer on Browning. 1891.
 Wilson, H. W. Children's catalog. 1918 supplement.
 808.2 Woodbridge, Elizabeth. The drama: its law and its technique. c1898.

DISTRICT MEETINGS.

Aurora.

The district meeting of the Indiana Library Association was held in the Public Library, Aurora, Friday, May 5.

Lawrenceburg, Rising Sun and Vevay were well represented. Three members of the Cincinnati Public Library staff were very welcome guests.

The morning session opened at 10:45 with a piano number by Mrs. Wilkinson. Prof. Houston, president of the local board, welcomed the visitors to the library. Mr. Hous-

ton gave a brief and interesting history of the library in Aurora. Forty years ago the citizens called a meeting to organize a public library. Three men subscribed \$50 each, as required by the library law. The organization was known as the Public Library Association. In one week's time one thousand dollars had been subscribed. The association was maintained by subscription, and for years was housed in the City building. The present building was the gift to the city of the late Miss Georgiana Sutton as a memorial to her father and mother.

Mr. William J. Hamilton responded to Mr. Houston's address.

Mayor E. J. Libbert welcomed the guests to the city of Aurora; made all feel they were among friends.

Miss Gertrude Avey, head of the children's department, Public Library of Cincinnati, talked on children's books for 1921-1922.

Luncheon was served at noon at the Trulock Hotel.

The afternoon session was opened by a reading by Miss Esther Wilson.

A general discussion of new books, led by Mr. Hamilton, was enjoyed by all.

Besides Mr. Hamilton, the Public Library Commission was represented by Miss Della Frances Northey, who spoke on "Library Opportunities, the School." Miss Northey told of her work with the schools and of the things she hopes to see accomplished in Indiana.

Miss Fannie Foulk, a member of the Aurora Library Board, led a discussion on "Library Trustees' Opportunities and Duties."

Miss Avey was persuaded to speak again in the afternoon, and told of some of the work done by the library in the Cincinnati schools, which was most helpful and could be applied to any community.

The local board and staff thoroughly enjoyed the meeting, and trust Aurora may soon be hostess again.

CONSTANCE WILDER,

Secretary.

Cambridge City.

A district meeting of librarians was held at Cambridge City Friday, April 7. The following libraries were represented either by the librarian or by a board member: Brookville, Carthage, Dublin, Fountain City, Hagerstown, Knightstown, Lynn, Muncie, New Castle, Richmond, Earlham College, Rushville and Winchester. Eighteen libraries were not represented owing, in some cases, to sickness and other unavoidable causes. "Out of the district" guests who added very materially to the success of the meeting were Mr. W. J. Hamilton and Miss Della Northey, of the Public Library Commission, and Mrs. Elizabeth Claypool Earl, president of the commission.

The program, scheduled to begin at 10:45 a. m., was opened on time by the Cambridge City librarian, Mrs. L. M. Tweedy, who introduced Mr. Harlow Lindley, Earlham College librarian, to speak on the subject of "Putting the library on the budget system." Mr. Lindley is both a teacher and a librarian of long experience, and spoke forcefully and convincingly on the subject assigned him. "The budget system is good alike for both small and large libraries, and the one way in which library funds can be expended in which it will bring most service for the least outlay of money."

Mrs. Mary E. Stewart, Jackson Township board member of Cambridge City board, followed with an interesting discussion, adding to the budget thought the question of setting the tax rate to bring in an income sufficient for the needs of a live library. Mrs. Stewart touched on the fundamentals in library service when she made the point that a living library should not only have a budget, but a budget that was large enough for good work. She stated that money can be had when the work of the library and its benefits are rightly put before the authorities granting the levy. She also emphasized the fact that the work should all be attended to in good time before the meeting of these tax-granting bodies in September.

Mrs. Oliver Wallace, Washington Township board member, followed with the statement that the work of getting the needed tax levy in Washington Township was accomplished by "showing" the township advisory board how the work was done, and explaining the needs. Out of this talk came the inspiration for a new slogan for the libraries of Indiana—"Show Me."

Mr. W. H. Doney, Cambridge City board member, indorsed the statements of the ladies of his board.

One of the most interesting features of the meeting was a drive to the attractive branches at Milton, Washington Township, and Pershing, Jackson Township. These branches are regular reading rooms, with strong, fresh book collections and are efficiently managed by members of the Central library staff. Each is one of the spots to be proud of in the town and township which it serves.

A splendid luncheon came at 1 o'clock, a necessary and welcome part of the day's program.

The afternoon session opened with Miss Torrance, Muncie librarian, who spoke on "Extension Work Problems." She was followed by Miss Ada Bernhardt, Richmond librarian, on "How to take care of pamphlets and clippings." "Stimulating children's vacation reading" was discussed by Miss Mattie Clark, Carthage librarian; Miss Lula Christner, New Castle librarian, and Mrs. Laura Hines, Hagerstown librarian. Making up certain reading lists; books with attractive covers; books akin to the season, such as books on trees, plants, fishing, etc., were a few of the many good suggestions offered.

Mrs. Elizabeth Claypool Earl gave one of her "always to the point" talks on "The Library Board," emphasizing the fact that only persons who are willing to give real service should have the very important place of a member of a library board.

"The Library's Opportunity—the Schools," was a live, up-to-date discussion, presented in a spirited manner by Miss Della Northey, Indiana Library Commission staff. This

made all feel that with certain adjustments between library and school the plan of working together in closer relation would be a real benefit to both.

Mr. W. J. Hamilton, of the Library Commission, in a happy way presented "Indiana Library Week." Library commission representatives are always at their best when presenting some advanced move in library work, and librarians who do not want to be up and doing, do well to stay outside the circle of commission influence. They radiate, "Get up and dust," as is shown by the fact that they keep Indiana librarians constantly moving to the tune of new ideas in the library world. Their slogan seems to be, "Indiana first among the forty-eight states in every library activity."

Cambridge City and Cambridge City Library appreciate the honor of entertaining the district meeting, and feel the community has been inspired with a greater appreciation of the public library through the interesting discussions and earnest spirit of this meeting.

MRS. L. M. TWEEDY,
Secretary.

Danville, Ill.

On March 2 there was held a library district meeting at the Danville (Ill.) Public Library to which the librarians of Eastern Illinois and Western Indiana were invited. Indiana was represented by the librarians, assistants and library trustees from Terre Haute, Clinton, Rockville, Crawfordsville, Covington, Attica, Otterbein, Fowler, Kentland and Remington.

The morning session was presided over by Miss Anna May Price of the Illinois Library Extension Commission. The first speaker was Mr. J. S. Cleavinger, of the faculty of the University of Illinois Library School, and president of the Illinois Library Association, who spoke of "Keeping in touch with the profession" by means of library organizations and conference, reading professional literature, taking library training and being alive to opportunities.

Mr. Cleavinger's paper was one of the most helpful of the conference.

Miss Ethel G. Kratz, of Champaign, Ill., spoke on the care of pamphlet material, and Miss Leota Price of Paris, Ill., formerly assistant in the Lebanon, Ind., Library, spoke on the use of the telephone. Both talks were very interesting and were followed by lively discussions. Miss Price, of the extension commission, spoke briefly of cheap magazine binders for the small libraries.

Miss Mable Deeds, of Oxford, Ind., gave a stimulating paper on the topic, "Library Housekeeping," which was an excellent summary of what the small library can do. Miss Northey, of the Indiana Library Commission, spoke of the co-operation of public libraries and schools, stressing particularly the need of intelligent effort in making out reading lists.

After lunch at the Danville Y. M. C. A. cafeteria the afternoon session convened with Mr. William J. Hamilton, of the Indiana Commission, in the chair. He called upon Mr. Jewell of the Danville board for a few remarks. Mr. Jewell's ready wit was much enjoyed by all. Mrs. Elizabeth Claypool Earl of the Indiana Commission spoke of the trustees' opportunity in the community, and aroused a keen discussion of ways and means for stimulating interest and obtaining support from the city fathers. Illinois librarians are not so fortunate as Indiana in having tax levying powers.

Another warm discussion followed the spirited and enjoyable talk by Mrs. J. L. Leonard, of the Crawfordsville, Ind., Public Library Board, on the subject of "The relations between trustees and librarians." Mrs. Leonard's experiences in both groups added much interest to her conclusions.

The final paper of the conference was contributed by Miss Emma Felsenthal, of the Illinois Library School, a brief and interesting discussion of "Some New Books." A general discussion of the problems of library censorship of reading and books was keenly enjoyed by all. Cytherea, Erik Doorn and Ursula Trent were in the main

not considered necessary for any library with a limited book fund, and it was decided that most public libraries fell into this class.

SECRETARY PRO TEM.

Greencastle.

A most enthusiastic district meeting was held at Greencastle on March 10, 1922.

The meeting was well attended, about forty being present at both sessions. Every one seemed interested in the subjects presented and many took part in the informal discussions which followed.

The hostess, Miss Belle Hanna, the librarian, was ably assisted by Miss Ranney, assistant librarian; Mrs. C. F. Lammers and Mrs. Robert A. Ogg, local club women, and two members of the library board, the third being out of town.

The following program was presented:

Students and the Library—Miss Estella Wolf, I. U.

Leader of Discussion—Mrs. May Dodson, Terre Haute.

Teachers and the Library—Miss Ruth Tobey, Terre Haute Normal School.

The Library and Our Schools—Supt. B. W. Kelly, Greencastle.

Address—"Some Phases of Modern Literature," Prof. F. C. Tilden, DePauw University.

Noon luncheon at Mrs. Elliot's tea room.

Visit to DePauw University Library conducted by Miss Gilmore, assistant librarian.

Afternoon Session.

Rural Service—Miss Bertha Ashby, Ladoga.

Discussion—Miss Ola Boling, Clinton.

Library Board Problems—Mrs. Clodia Scott, Worthington.

The Library and the Public, or what have the people a right to expect of the library—Mrs. R. A. Ogg, Greencastle.

Indiana Library Week—Mr. W. J. Hamilton.

BELLE HANNA,
Secretary.

Mishawaka.

A district meeting of Indiana librarians and trustees was held at the Mishawaka Public Library on April 4, 1922.

Mrs. C. E. Tyler opened the morning session at 10:30 with a group of spring songs. Twenty-two librarians responded to roll call, "New Plans We Have Been Trying in Our Library." Miss Synder, of Michigan City, gave a practical talk on "Eliminating Non-Essentials," demonstrating a new, fine system used in the Michigan City Library. Miss Corwin, of Elkhart, more than did justice to her subject, "Use and Care of Pamphlets and Clippings," suggesting numerous places from which valuable pamphlets might be procured. Miss Longley, children's librarian at South Bend, and Miss Netter, Warsaw, gave interesting talks on "How to Stimulate Vacation Reading Among the Children." Miss Zana K. Miller, of the library bureau, began her talk on "Extension Work Records," giving out her exhibits of county sets for examination.

A "dutch treat" luncheon was served at 1 o'clock in the guild rooms of the St. Paul's Episcopal Church.

At 2:30 the afternoon session opened with a violin solo by Mrs. Violet Shy Parks. Miss Miller concluded her helpful and very interesting talk on extension work. This was followed by a report by Mrs. Bunyan, of Kendallville, on "Co-operation Between the School and Library." Miss Blanchard, at present reference librarian at Notre Dame University, formerly in charge of children's work in Pittsburgh, gave a talk on "Children's Work in the Larger Library" in a very charming manner. Mr. Hamilton concluded the program with a talk on Indiana Library Week, displaying posters and other advertising material.

LYNDELL MARTLING,
Secretary.

Orleans, Ind.

The district meeting of librarians and library trustees held at the Orleans town and Township Public Library, May 10, proved a

very interesting, successful and helpful one. The town being central, the attendance was splendid.

The morning session was held in the reading room of the library, and we actually had to call on the basement for more chairs for our visitors. A short but effective welcome address was given by Mr. Orville Apple, president of our library board. A roll call was then responded to with the name and a brief statement concerning a new book. The following towns were represented: Bedford, Mitchell, Shoals, Paoli, French Lick, Borden, New Albany and Orleans, Miss Della T. Northey and Mr. William J. Hamilton, of the Public Library Commission, Indianapolis.

We were fortunate in having as a visitor at our meeting Mrs. Charles Zimmerman, of Chicago. She told us things we should know concerning "The Library and the Club Women." Mrs. O. W. Stephenson, a local trustee, supplemented this with "Our Own Library and the Club Women." You know we all like to ask and answer questions. We did this via a question box, Mr. Hamilton presiding. Many difficulties were solved that often arise in library work.

A delightful hour was spent at luncheon. The following topics were discussed at that time by trustees from various towns:

"The Library Trustee's Opportunity."

"Library Board Committees and Their Duties."

"If I Were President of a Library Board."

The afternoon program was held in the library auditorium. At this time Miss Northey talked on "Library Opportunities—the School." That subject is one in which our people are vitally interested. Mrs. J. C. Kelly, of Mitchell, a Latin and English teacher in our high school, told us "what the school might expect from the library." No audience ever failed to respond to a talk of Mrs. Kelly's, and this audience proved to be a very usual one. Mr. Hamilton next explained "How we might serve the men of the community."

The meeting was then, I believe I might say, regretfully adjourned, because every-

one was interested and seemingly not sorry they came.

MABEL WALLACE,
Secretary.

Rochester.

In spite of a snowstorm a few days before and roads which knew no bottom in places, in spite of railroads, whose schedules were so arranged that folks could get here, but could not return the same day, the district meeting at the Rochester-Fulton County Library on March 22 was very well attended.

Mrs. A. J. Dillon, president of the Rochester board, greeted the guests and sounded the keynote of today's library activities everywhere, "Books for Everybody, Free."

"The Librarian in a Small Community" was the subject of a very interesting talk by Mrs. Elvah H. Ferry, librarian of Akron. Mrs. Ferry was formerly a trustee, and now knows library problems from both angles. Her stick-to-it-iveness in overcoming obstacles gave added courage to others.

Miss Northey, of the commission, presented forcefully "The Public Library Opportunity—the Schools" That library workers themselves should have the care of stations was the opinion of Miss Annie E. Carson, of Plymouth, in her paper, "Township Station Problems." Miss Carson is practicing what she preaches in the station work at Plymouth.

After luncheon Mr. James Wilkinson, superintendent of the Logansport schools, brought to the meeting a new viewpoint in his talk on the "Young People's Reading Circle of Indiana." Mr. Wilkinson is president of the Reading Circle Board, and knows of the problems to be met in choosing the books. He is much in favor of co-operating with leading children's librarians.

Librarians who handle so many books are apt to lose sight now and then of the fact that every book means something to some one and may have a decisive effect on some life. "Books and the Big Boost," an article read by Mrs. May Hurst Fowler, of Peru, told of the lasting results which great books

have had on various lives. An interesting discussion followed.

At the end of the afternoon Mr. Hamilton, in telling of the plans of various libraries for library week, instilled enthusiasm in those present to make their own week go with a boom.

The book truck which Rochester is using for part of its county work was an item of interest in the day's program.

It is the opinion of the Rochester trustees and staff, and it is to hoped also of those present, that district meetings pay.

GRACE STINGLY,
Secretary.

Tell City.

On Thursday, May 18, a district meeting was held in the Tell City Public Library.

Although the weather was anything but desirable, eight libraries were represented by librarians and trustees. Representatives came from Evansville, Huntingburg, Newburg, Oakland City, Boonville, Mt. Vernon and New Harmony. Miss Harriet Root, of Indianapolis, represented the Public Library Commission, and was ever ready and willing to help the librarians and trustees solve whatever problems were confronting them. Heavy rains could not dampen the enthusiasm of the Huntingburg Library Board, and when the Southern railroad left their little city with all but two members on board Huntingburg did not lose faith and proved the truth of the old saying, "Where there's a will there's a way," for when the time came to register in Tell City, Huntingburg Library Board was there, every member present.

The morning session was opened by a few words of greeting by Mr. M. P. Carr, president of the Tell City board. This was followed by a talk, "getting acquainted with Tell City and each other" by Mr. C. D. Schrieber, member of the Tell City board.

The responses to roll call, "Results of Indiana Library Week," were both helpful and interesting. We will not soon forget that the Huntingburg Library was born that week.

Miss Ruth McCollough, of the Evansville Public Library, gave a talk on "Short Cuts in Cataloging," which was especially helpful and interesting to the librarians.

At noon all motored to the William Tell Hotel, where they were dinner guests of the Tell City Chamber of Commerce.

The afternoon session opened with an interesting talk by Mrs. Frank Odell, of Dodd, Ind., on "Children's Books."

Mrs. Edward Jones, librarian of Newburg, then gave a most inspiring talk on "The Library and the Community." We who had the privilege of hearing Mrs. Jones will never again ask "Is the library worth while?"

Mrs. W. R. Davidson, member of the Evansville Library Board, spoke on "The Pleasures of a Library Trustee." After hearing Mrs. Davidson the problems and worries of serving as a library trustee seem well worth while.

Dr. P. J. Coultas, of Tell City, then gave a talk on "Rural Schools of Perry County and Their Book Needs." This talk was not only interesting, but gave us some valuable information.

In the meantime the clouds had scattered and the party was taken on an auto trip to Lafayette Springs. Upon returning, luncheon was served in the library auditorium to about forty guests, after which the visitors were taken to the train.

EMMA B. PHILLIPS.

FREE MATERIAL.

Board of State Charities, Room 404 State House, Indianapolis, has for distribution the annual bound volume of Proceedings of the National conference of social work for 1914-1920. Libraries which can use these are urged to ask for them.

Cornell Rural School Leaflet. Two particularly useful numbers have recently been issued.

March, 1922. Amphibia and reptilia, 60 p. illus.

January, 1922. Earth and its weather, 53 p. illus.

Encyclopedia Britannica. The Public Library Commission has been given 2 sets of the 24 volume 1892 edition to pass on to any small libraries which would like to have them.

The Logansport Public Library will give to any library desiring them

Century, vol. 23—1881, 25-57.
Harpers, vol. 54-61, 66-103.

The May number of the St. Louis Public Library Monthly Bulletin contained a very useful 8-page compilation, "Indians of North America: a list of books for children."

The State Library, Room 301 State House, will give to any library desiring them:

English catalog of books, 1916-20, 5 vols.
Industrial Arts Index, 1920,
Reader's Guide, 1919, 1920.

Government documents.

U. S. Agricultural Dept.:

Department Bul. 1051.

Red cedar chests as protectors against moths,
14 p.

Farmers' Bul.

No.

660. Weeds and how to control them, 28 p.

1183. Care of leather, 22 p.

1208. Trees for town and city streets, 40 p.

1209. Planting and care of street trees.

1215. Beekeeping in the clover region, 27 p.

1227. Sewage and sewerage of farm homes,
55 p.

1234. Gullies and how to control them, 44 p.

1247. American moles as pests and fur producers, 23 p.

1251. Standard varieties of chickens, No. 5,
The Bantam, 24 p.

U. S. Census Bureau:

Fourteenth census: 1920: Population, 1,695 p.

Fourteenth census: 1920 Bulletin: Population,
Indiana, 10 p. pamph.

JUST NOTES.

How many Indiana libraries subscribe for "The Living Age?" It is one of the best reference helps available, inasmuch as it contains in each weekly number a selection of articles on timely subjects chosen from the best English and continental reviews. It is issued by the same management as the Atlantic Monthly at a price of \$5 per year.

On the list of required reading for summer school are Annie C. Moore's Roads to childhood and Frances J. Olcott's Children's reading. These should be on the shelves of every sizable library in the state and would be read by many interested parents. Buy these titles, do not borrow them.

Do not buy any sets of agents without getting advice from the Public Library Com-

mission. If the agent insists on an immediate answer, refuse absolutely to consider his wares. One large library paid \$40 for a dictionary selling regularly for \$15. Eighty dollars for the Book of knowledge or a set of Harvard classics is money largely thrown away. You do not need them in the first place, and, secondly, they can always be purchased in first-class condition more cheaply than any agent will sell them. Boards and librarians should have as an absolute rule, "Don't."

Four new reading courses have been issued by the Bureau of Education. Have them on hand for your patrons.

No. 17. Reading course in foreign trade.

No. 18. Reading course on Dante.

No. 20. Reading course in teaching.

No. 21. Twenty good books for parents.

The American Library Association has issued two exceptionally good reading courses.

Accounting, 8 for 25c, \$1.75 per hundred.

Journalism, 12 for 25c, \$1.00 per hundred.

The following statement is taken from a slip accompanying samples of the courses:

A. L. A. READING COURSES WILL INCREASE YOUR EDUCATIONAL SERVICE.

Why Courses Are Needed.

We believe in every community there are men and women who would like to undertake definite courses of reading; that the individual who goes to the library for advice on a course of reading frequently fails to get all the advice and help he wants, because the assistant is not an expert on the subject in which he is interested, or because she cannot give sufficient time to any one inquirer to do the subject justice. Yet we believe that persons making inquiries of this sort deserve more help than any other class of readers.

To enable even the smallest library and the least experienced assistant to give the best advice, we have begun the publication of a series of reading courses. *Please note that these are more than reading lists.*

It is our plan to have each of the courses

in this series prepared by an expert. When you put a copy of the course into the hands of an inquirer in your library, you will know that you are giving that inquirer the very best advice obtainable anywhere. Before publication all courses will be edited from the library standpoint. The courses will be short, limited usually to six or eight books when such limitation is feasible.

How to Use the Courses.

Keep a supply at the delivery and reference desks and instruct the assistants to give them out to persons who ask for information on the subjects covered and to others who may be interested. Have the courses reprinted in full in the newspapers. Advertise the fact that the library has these courses and will gladly give them to anyone on request.

Mail copies to persons in your community who are known to be interested in the subjects (preferably to only a few at a time unless you have many copies of the books). Distribute copies at meetings where some of the reading course subjects are being discussed. Put copies into the hands of students who are interested in the vocational and other subjects covered.

What better thing can you hope to do for your community than to help ambitious men and women along the way of a continuing self-education?

NEW LIBRARIES AND BUILDINGS.

Burnettsville—The D. K. G. girls of Burnettsville, White County, have charge of the little community library, which is open three afternoons a week in the Milton Mertz property. Miss Ruth Mertz is librarian.

Hebron—The new Carnegie building of the Hebron Public Library was dedicated and thrown open to the public April 28. Ten thousand dollars was given by the Carnegie corporation and about \$4,000 raised by citizens of Hebron. The architect was W. B. Parker of Indianapolis, and the contractor Fred Marsdon of Hebron. The Woman's

Club of Hebron netted \$100 for the library book fund in February by presenting "Miss Lulu Bett."

At the dedication Mrs. Carrie F. Nichols, formerly librarian, was present, while the Public Library Commission was represented by Miss Harriet Root. In the afternoon stories were told to the children, and the evening program was an informal reception for adults with music by the Hebron orchestra.

Huntingburg—One of the delightful features of Indiana Library Week was the establishment of a public library in Huntingburg. A whirlwind campaign engineered by Miss Genevieve Williams, a popular and public-spirited club woman, and indorsed by public officials and organizations, resulted in the appointment of a public library board and a pledged subscription list of \$1,100.

The Sunday closing Indiana Library Week was chosen for a public meeting to celebrate the new library. A splendid musical program was prepared and several hundred citizens were present. Seated on the platform were the school board, the town board, the town council and the new library board, of which Mayor Louis C. Wagner is president. William J. Hamilton represented the Public Library Commission. The meeting was an enthusiastic tribute both to the new library and to Miss Williams.

Several persons made statements which might well be remembered by other library boards. "When we talk of starting a library we do not mean a library building, but a real library, with books and service. When we get this real library started, then we can talk library building."

The campaign for the "real library" started at once with a very successful book shower, which netted 750 worth-while titles for the library shelves. A large number of these were collected by school children, who also contributed about \$25 in cash. A very good location for the library was obtained in pleasant rooms of the old Phoenix Hotel, and Miss Genevieve Williams was elected librarian. Miss Mayme C. Snipes, of the Public Library Commission staff, spent the

first week in June with Miss Williams and volunteers from the library board getting the books into shape for service.

The library was formally opened to the public Thursday, June 29. During the summer it will be open each afternoon except Sunday and three evenings each week. Profits in the local Chautauqua week are to go to the library. There remain but two counties in the state without public libraries, and only four towns of over 2,500 inhabitants.

LaFontaine—Members of the local clubs are interested in obtaining library service either from a local institution or from co-operative county service from the Wabash library.

Linden—The new Carnegie building of the Linden Public Library was opened to the public Thursday, May 4. Mrs. Grace Thomas Vlier, the new librarian, was assisted by Miss Harriet Root of the Public Library Commission in preparing for the opening. A children's party was held in the afternoon and a reception for all the citizens was given in the evening. W. H. Parker designed the building, which cost \$11,500. Of this amount the Carnegie corporation contributed \$7,500 and the remainder was raised locally.

North Judson—The last of the before-the-war gifts of the Carnegie corporation was made available to the public when the North Judson Library was dedicated June 8. The building was designed by Samuel Craig of Huntington and cost \$4,000. A very informal dedication program was held, the music being furnished by the Lutheran Church orchestra. Mrs. Laura Short has been appointed librarian.

Waldron—The little town of Waldron in Shelby County is to obtain \$50,000 for a library if the estate of the late James B. Curtis permits this gift after other provisions of the will are carried out.

West Terre Haute—Residents of West Terre Haute have offered to levy a tax for library purposes and to provide a location if the Terre Haute Library will give service

to the community. This will mean better service than if an independent library were established, because of the low property valuation of the town. The Terre Haute board is willing to enter into such an arrangement if the library tax is set at the same rate as that which holds in the main city.

Wingate—A little community library was opened March 22 in Wingate, with 150 volumes on its shelves. Rev. J. B. Johnson of the Methodist Church is especially interested in serving the young people of the community. Library support in so small a town is naturally something of a problem, and it is hoped before long that the Crawfordsville Library may co-operate with Montgomery County in service to the communities which do not yet have libraries of their own. There are five townships still without library service.

NEWS OF INDIANA LIBRARIES.

Akron—A number of the smaller libraries in the state are this year conducting weekly story hours. In Akron Miss Esther Tusing, a local teacher, is assisting in this work each Friday afternoon.

Columbia City—A portrait of Mr. S. J. Peabody, who presented the public library building to the city, has been given to the Board of Trustees. It has been hung above the fireplace in the children's room.

The Richmond Township branch of the library has been opened in Larwill. A small house was leased for the use of the branch and then remodeled.

There are only three townships in Whitley County which are not served by some public library. These are Jefferson, Troy and Etna, with a combined population of 2,235.

The extensive collection of books on American history has been loaned by the sons of the late Henry McLallen of Columbia City to Culver Military Academy.

Elkhart—By special invitation the Elkhart Library book wagon was on exhibition

at Detroit during the recent A. L. A. conference. Miss Corwin, Miss Van Cleave and Mrs. Beardsley of the board accompanied "Pegasus."

The Elkhart Library recently received as a gift from a local citizen the installation of a sink and a gas water heater for the use of the employees.

Fairmount—A publicity campaign to obtain funds for starting library service immediately is being planned by the local library board.

Fort Wayne, Allen County—A lease has been signed for quarters which will accommodate a new library branch in the Weisser Park district on the east side at Fort Wayne. Stations have also been placed in the plants of the General Electric Company and of the Wayne Tank and Pump Company.

A new county library station has been placed at the Irene Byron Tuberculosis Hospital. These volumes will remain permanently.

Story hours will be conducted during the summer at the various stations and monthly meetings of the station custodians are planned. There are 5,700 volumes on the shelves of the county branches and stations.

Fowler, Benton County—A vacation reading course for rural children is a new activity of the Fowler Library. It is taking very well, and seventy children have enrolled.

During the past school year 11,787 volumes were circulated in the county outside Fowler. Stations are in charge of the following custodians: Miss Ada McDaniel, Swanington; Miss Katherine Doyle, Pine Township; Miss Velma Brooks, Gilboa; Miss Frances Summers, Ambia; Miss Margaret Salmon, Freeland Park; Miss Elizabeth Mann, Wadena, and Mr. Cleo McAlister, Raub.

Frankfort—To aid in replacing the high school library destroyed by fire last winter a dance was given by a local club, which netted \$200 for the book fund.

Gary—Five lots have been purchased by the library board for a new branch to be erected at Twenty-fifth and Jackson streets.

The record of the year's work for 1921 showed a circulation of 520,000 volumes to the 66,500 inhabitants of Gary, Hobart, Calumet, St. John and Winchester Townships. There are 28,374 registered borrowers.

Huntington—One result of Indiana Library Week was the establishment of a library deposit station at the Huntington Shoe and Leather Company. This is the first extension station outside of school work. Shelving was built by the company and the collection of 100 books was placed in the factory hospital room. A deposit at the Lutheran school reports a very creditable circulation.

Idaville—The Home Economics Club, which is conducting the community library, reports a circulation of 2,284 volumes, 806 of these being to residents of Jackson Township, outside Idaville. Much interest exists in Idaville and other parts of White County as to possible county service from Monticello.

Indianapolis—The circulation for March, 1922, was 40 per cent higher than during March, 1921.

Thirteen young women completed the training course in April and have been appointed to the staff. They are Sarah E. Birk, Florence E. Corya, Mary V. Gorgas, Elizabeth Haerle, Ruth E. Hoffmann, Esther Jones, Elsie Maxwell, Margaret O'Connor, Eleanor V. Pollock, Isadore O. Rush, Justine Shaw, Ruth E. Thomas, Margaret Toye.

Kendallville—The library has been redecorated during the past spring as a result of a benefit bridge party given by a member of the library board.

Knightstown—The City Federation of Woman's Clubs contributed largely to the funds for redecorating the library in March.

A children's alcove has been opened. It is called the Reeves Alcove, and will be maintained by a legacy from Mr. and Mrs. Samuel Reeves.

Ladoga—A bird house contest in April was a great success. Six bird books were presented as prizes for the best house submitted by a boy in each of the grades from four to nine.

Lafayette—The Lafayette School Board has under consideration a plan to give up the present library building, the old Spears home, and move the library back to the vocational school building, where it was housed until about 1900, when the present building was occupied.

Lebanon—The annual spring party was given by the library to boys and girls in charge of the rural school collections. First prize for book circulation was awarded to Emily Shepard.

Ligonier—Mrs. Mildred Goldsmith Welt of Detroit is having the Ligonier Library redecorated as a gift in her father's name. She has also purchased a new reading lamp for the reference room.

Logansport, Cass County—The Galveston station recently reported a circulation of over a thousand books in one month.

Madison, Jefferson County—New stations have been reported at Brooksbury, Bryantsburg, Chelsea, Paynesville and Volga, making thirteen in all parts of the county.

Marion—The Public Library maintained a special booth at the May Commercial Exposition conducted by the local Chamber of Commerce. The library also provided the musical numbers for the opening program.

Michigan City—The library reports a circulation of 58,804 volumes for the past year, an increase of 12 per cent over last year. One-third of the increase was to do extension activities.

Mooresville—The women's clubs of the town recently redecorated the library auditorium just before holding an art exhibit there. Mr. C. A. Wheeler of Indianapolis, formerly a Mooresville resident, has given the library one of his paintings.

Muncie—The Public Library has just opened its fourth deposit station. This in addition to the collections located in eleven

schools in outlying portions of Muncie and Center Township.

Notre Dame—A fire in the university library in February caused several hundred dollar's worth of damage. Mr. Paul V. Byrne, a graduate of the New York State Library School, has been appointed reference librarian.

Paoli—The former students of Miss Jennie Throop, who has taught in Paoli for fifty years, are planning to establish a memorial collection for the Paoli Public Library.

Peru—Six hundred volumes of history and literature were recently bequeathed to the library by Mrs. Caroline Puterbaugh.

Roachdale—The Methodist Ladies' Aid Society recently donated shrubbery for the library grounds. The library board is seeking co-operation of the residents of Carpentersville, Fincastle and Racoon so that deposit stations may be placed in these neighborhoods.

Rochester, Fulton County—The new county library book wagon is now in active operation. The wagon is different from other book trucks in use for library extension work in Indiana, in that the patron enters the wagon and chooses books from the shelves inside. This will be pleasanter in bad weather, but will probably slow up the service somewhat.

South Whitley—The library has had sixteen extension stations in the schools and stores of Cleveland and Washington Townships during the past year.

Terre Haute—The Public Library has established a special corner in the reading room for foreign born patrons. This will contain material in foreign languages and simple English on the history, language and institutions of our country.

The late William C. Ball left his extensive book collection to the three libraries in Terre Haute. The State Normal School, Rose Polytechnic and the Public Library, in the order named, are to select from the col-

lection such volumes as each institution desires.

Tipton—Like Crawfordsville and Nashville, Tipton held in the library building an exhibit of Brown County artists during March.

Waterloo—A benefit entertainment was given by the Waterloo Public Library on March 28.

PERSONALS.

Hildred Adams, S. S. '20, died in Denver, Colo., October 10, 1921.

Dorothy Annable, head of the circulation department of Mason City, Iowa, Public Library, has accepted the position of first assistant in the extension department of the Evansville Public Library. Dorothy Gipp has been placed in charge of the Howell branch and her place at the west side branch is taken by Dolores Tourtelotte from the St. Louis Library School.

Bertha Ashby, S. S. '20, librarian of the Ladoga Public Library, has received leave of absence for travel in Europe this summer.

Harriet E. Bosworth, Simmons College Library School, '18, is now first assistant cataloger at Indiana University Library.

The Richmond Public Library Board loses a valuable member in the death of William K. Bradbury, who was its president for twenty-six years. W. G. Bate, superintendent of schools, has been chosen as Mr. Bradbury's successor, while Harlow Lindley, librarian of Earlham College, is now president of the board.

Bessie Brodacki has recently become an assistant in the public library at Laporte.

Annie Carson, librarian at Plymouth the past year, has been appointed in charge of the extension work of the Rochester-Fulton County Library.

Helen Denton, of the Evansville staff, returns from her year's work at New York State Library School to her position in the library about July 1.

Thelma Denton, S. S. '19, assistant at the Frankfort Public Library, resigned her position in April to attend the Indiana Teachers' College in Indianapolis this summer.

Clara Downs has been elected librarian at Idaville, succeeding Mrs. M. D. Read, who moved out of town.

Louise Fiest, a graduate of Illinois University, is a new assistant on the office force at the Evansville Coliseum Library.

Judge James J. Gallaher, for many years a member of the Michigan City Library Board, died June 4.

The Wabash Library was closed the afternoon of the funeral of Mrs. George Herick, who was a trustee of the library from its establishment in 1903 until her death in April.

Irma Heldt, S. S. '19, is now Mrs. Clarence Rudolf of Evansville.

Carolyn Hull, S. S. '20, of the Evansville Library staff, resigned her position and became Mrs. Zaff Rogers last Christmas day.

Mrs. Amy Kelley became librarian at the Knox Public Library in April when Edith Beers resigned.

Dorothea Krull, S. S. '16, and Theodore Kuhns were married in Indianapolis, May 27, at a beautiful morning wedding. Mrs. Kuhns continues her work in charge of the Illinois street branch library this summer.

Hazel Long, Wisconsin Library School, '16, was appointed children's librarian at the Whiting Public Library May 1.

Catherine McLallen is acting as assistant in the Columbia City Library.

Hope Mathewson, Simmons College Library School, '22, of Vineyard Haven, Mass., is the latest addition to the Evansville Public Library staff.

Margaret McLeish, Wisconsin Library School, '21, succeeds Gertrude Weil as librarian of the Evansville Central High School. Gladys J. Williams takes Miss McLeish's place in the public library. Miss Williams is a graduate of Pratt Institute Library School.

Helen Nelson, S. S. '17, became Mrs. V. A. Brink last December, but is continuing her work in the Gary Public Library.

Frieda Newman has been placed in charge of the Prospect branch of the Indianapolis Library.

Wilma Porter, S. S. '21, resigned her position as librarian of the Salem Public Library in April to be married. Her successor is Bertha Mayfield, S. S. '20, formerly with the Logansport Library.

Willodeen Price resigned her position in the Rochester-Fulton County Library to return to her former place in the Lebanon Public Library.

Samuel D. Purdue, who was for some time president of the Newburgh Public Library Board, died the first of May.

Agnes Ryerson has resigned from the Evansville staff to be assistant in the traveling library department of the Wisconsin Library Commission.

Eugenia Raymond of Columbus, O., who is now in the New York City Library, becomes an assistant in the Muncie Public Library August 1.

Sarah St. John of Salem has been appointed assistant in the DePauw Library.

Alice F. Stevens, who is attending Simmons College this year, will begin work as library assistant at Evansville College in September.

Edythe Studebaker, S. S. '18, has taken a position in the Rochester-Fulton County Library.

Mrs. Harriet Fleming Ticer, mother of Miss Winifred Ticer, president of the Indiana Library Association, died March 2 after an illness of several months.

Winifred Ticer has resigned her position as librarian of the Huntington Public Library to take the place of Miss Ada McCarthy, library adviser for the Democrat Printing Company, Madison, Wis. Priscilla McArthur, S. S. '17, formerly assistant in the library, has been appointed librarian.

Mrs. L. M. Tweedy of Cambridge City won the Democratic nomination for Senator from Wayne County. Will we have a librarian in our next Legislature?

Anne Trittippoe, S. S. '17, librarian at the Fortville Public Library, has resigned her position and will spend several months traveling in the West.

Miss Grace Thomas Vlier, S. S. '18, is librarian at the new public library in Linden.

Inis Williamson, S. S. '21, was married to Mr. Wilbur Aubrey the last of November. Mrs. Aubrey retains her position in the Evansville Public Library.

Harriett Zink has been chosen as an assistant in the Salem Public Library.

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